



NEWBERRY

COLLEGE

2014-2015 Catalog

2100 College Street Newberry,
South Carolina
www.newberry.edu

The Lutheran College of the South Carolina, Southeastern,
Florida-Bahamas, and Caribbean Synods of the Evangelical
Lutheran Church in America

Chartered 1856

The Newberry College Catalog is
published annually
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The Catalog is available in both a printed/paper version
and an online version, available at the following web address:

<http://www.newberry.edu/academics/resources/academiccalendarandacademiccatalog.aspx>

ALMA MATER

Though small nor rich
In worldly goods,
Our Alma Mater dear,
We bless thy name
Fresh crowned with fame,
In every passing year.

Oh, Newberry, we pledge to thee
Our hearts and hands this day;
Our love, our faith, our loyalty,
Hail, Scarlet and the Gray.
Our love, our faith, our loyalty,
Hail, Scarlet and the Gray.

When years have passed
And college days
Become but memories,
Though far or near
We'll all hold dear
Thy name, thy victories.

Where'er we go,
come weal or woe,
For thee we'll work and pray,
Thy loyal ones we'll ever hail,
The Scarlet and the Gray.
Thy loyal ones we'll ever hail,
The Scarlet and the Gray.

This *Catalog* is for information only and does not constitute a contract. The College reserves the right to change all fees, tuition, and costs of any kind without prior notice, and further reserves the right to add or delete any course offering or related academic information in this *Catalog* without notice.

CATALOG and ANNOUNCEMENTS

2014-2015

MATRICULATION PLEDGE

In Good Faith:

Newberry College provides me with the services of its faculty and the use of its physical facilities and will confer a degree upon the satisfactory completion of all minimum requirements.

In turn, I agree:

Upon my admission to Newberry College, to abide by the rules and regulations as announced by the College and I acknowledge myself subject to the authority and discipline of the College.

NEWBERRIAN CREED

As a Newberrian:

I will honor the code of honesty in my academic and social life.

I will respect the rights of every member of this community as a person and a creature of God.

I will actively support the rights of others as a keystone to ensuring the integrity of others as a place of free and open inquiry.

MISSION STATEMENT AND GOALS

Mission: Newberry College prepares students in the Lutheran liberal arts tradition through its supportive academic community for lifelong intellectual and personal development, meaningful vocation, and engaged citizenship in the global society.

Goals:

Intellectual Development

Students will acquire, develop, and demonstrate:

- knowledge of the arts, sciences, and humanities as ways of understanding the world and our place in it.
- effective oral and written communication skills.
- critical thinking and quantitative analytical skills necessary for interpreting information and solving problems in a 21st century global society.
- proficiency in information literacy.

Personal Development

Students will acquire, develop, and demonstrate:

- the ability to work with others as leaders or as members of a team to accomplish common goals in a diverse society.
- an understanding of the heritage of the Christian faith and its contribution to humane problem solving in the evolving global community.
- moral reasoning skills essential for making life choices that balance personal freedoms and societal responsibilities.
- the knowledge, attitudes, and habits that contribute to a healthy lifestyle.

Meaningful Vocation

Students will acquire, develop, and demonstrate:

- knowledge of the history, methods of inquiry, and current intellectual claims of a chosen specific discipline or interdisciplinary area of study.
- knowledge and skills that foster life-long personal growth and professional development in their vocational pursuits.

Engaged Citizenship in a Global Society

Students will acquire, develop, and demonstrate:

- the values necessary for effective citizenship.
- the skills and historical knowledge to think critically about complex national and global issues.
- the qualities of personal and social responsibility necessary to sustain and deepen democracy.

DIRECTORY OF CORRESPONDENCE

Academic Advisement	Office of Academic Affairs
Academic Programs	Dr. Timothy Elston, Vice President for Academic Affairs
Admission to College.....	Mr. Joel VanderHorst
Alumni Relations	Mr. Jeff Wicker
Archives	Dr. J. Tracy Power
Associate Dean of the College	Ms. Dale K. Brown
Athletics Program	Mr. Matthew Finley, Director Intercollegiate Athletics
Campus Pastor and Director of Church Relations	Rev. Ernest W. Worman, III
Center for Student Success	Ms. C. Jessie Long
Diversity Education.....	Dr. Peggy B. Winder
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Institutional Advancement	Mr. Scott Joyner, Vice President, Institutional Advancement
Instructional Technologist	Ms. Charlene Weatherford
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President of Newberry College	Dr. Maurice W. Scherrens
Publicity, Marketing, & General Information	Ms. Jill Johnson
Registration, Transcripts	Ms. Carol Bickley
Residence Life	Ms. Dinah Long
Sports Information & Publicity	Mr. Josh Manck
Student Disability Support Services	Ms. Kay Chandler
Student Services	Ms. Jane R. Willis, Dean of Student Affairs
Student Life and Engagement	Mr. Angelo Geter
Student Veterans Affairs.....	Dr. Susan Epting
Summer School	Ms. Carol Bickley

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ACADEMIC CALENDAR 2014-2015

FALL SEMESTER 2014

July 31, Wed	Fall Semester 2014-15 Financial Obligations Due
Aug. 8	Oakland Mill Move-In
Aug. 11, Mon	New Faculty Orientation
Aug. 12-13, Tue, Wed	Orientation for all Faculty
Aug. 15, Fri	Freshman Check-in; Freshman Move-In
Aug. 15-18, Fri-Mon	Band Camp
Aug. 15-17 Fri-Sun	Howl Effect
Aug. 19, Tue	Freshman Testing; Check-In for Transfer and Returning Students
Aug. 20, Wed	Classes Begin at 8:00 a.m.
Aug. 18-23 Mon-Sat	Welcome Week
Aug. 20-22, Wed-Fri	Application for Degrees for December Graduates
Aug. 22, Fri	Opening Convocation-10:00 a.m., Wiles Chapel (FAL) Last day to Check In; Last Day to Add/ Drop Classes
Aug. 24, Sun	Opening Worship Service
Sep. 1, Mon	Labor Day Holiday; No Classes; Administrative Offices Closed
Sep. 2, Tue	Classes Resume-8 a.m.; Administrative Offices Open-8 a.m.
Oct. 8, Wed	Mid-Term
Oct. 15, Wed	Mid-Term Grades Due
Oct. 18, Sat	Homecoming
Oct. 22, Wed	Last Day to Drop Classes with a grade of "W"
Oct. 23-24, Thu-Fri	Fall Semester Break for Students; No Classes (Fall Break begins after Wednesday evening classes are complete) (Food Service and Residence Halls Remain Open)
Oct. 24, Fri	Fall Break for Staff; Administrative Offices Closed
Oct. 27, Mon	Classes Resume-8 a.m.; Administrative Offices Open-8 a.m.
Oct. 27-Nov.14	Registration for Spring Semester
Nov. 14, Fri	Founders Convocation-10:00 a.m., Wiles Chapel (FAL)
Nov. 18, Tue	December Graduate Testing- 1:00-4:00 p.m.
Nov. 26-29, Wed-Fri	Thanksgiving Break for Students and Staff (Thanksgiving Break begins after Tuesday Night Classes are Complete)
Dec. 1, Mon	Classes Resume-8 a.m.; Administrative Offices Open 8 a.m.
Dec. 2, Tue	Spring Semester 2014-15 Financial Obligations Due
Dec. 3, Wed	Fall Semester Classes End
Dec. 4, Thu	Reading Day
Dec. 5, 8-10	Final Exams (Fri, Mon, Tue, Wed)
Dec. 10, Wed	Residence Halls close at 5:00pm for NON-Graduation Participants
Dec. 11, Thu	Grades for December Graduates due to Registrar's Office by 12:00-Noon
Dec. 12, Fri	Commencement Rehearsal, 2:00 p.m. Wiles Chapel Grades for Undergraduates due to Registrar's Office by 4:00 p.m.
Dec.13, Sat	Commencement—2:30 p.m., Wiles Chapel Residence Halls close at 5:00 p.m. for Commencement Participants
Dec. 19, Fri	Administrative Offices Close-4:30 p.m., Christmas Break

ACADEMIC CALENDAR 2014-2015

SPRING SEMESTER 2015

Jan. 5, Mon	Administrative Offices Open-8:00 a.m.
Jan. 11, Sun	Residence Halls Open 8:00am
Jan. 12-17, Mon-Sat	Welcome Back Week Check-In For All Students 9:00 a.m.-1:00 p.m.
Jan. 14, Wed	Classes Begin
Jan. 14-23	Application for Degrees for May Graduates
Jan. 16, Fri	Last Day to Check In; Last Day to Add/Drop Classes
Jan. 19, Mon	Martin Luther King Jr. Day of Service; No Classes; Administrative Offices Closed
Jan. 20, Tue	Classes Resume-8:00 a.m.; Administrative Offices Open-8:00 a.m.
Feb. 17, Mon	Faculty Assessment Day, 3:00-6:00 p.m.
Feb. 25, Wed	Mid-Term
Mar. 4, Wed	Mid-Term Grades Due
Mar. 6, Fri	Residence Halls Close at 5:00pm
Mar. 9-13, Mon-Fri	Spring Semester Break for Students
Mar. 12-13, Thu, Fri	Administrative Offices Closed; Spring Break for Staff
Mar. 15, Sun	Residence Halls Open at 8:00am
Mar. 16, Mon	Classes Resume-8:00 a.m.; Administrative Offices Open-8:00 a.m.
Mar. 19, Fri	Last Day to Drop Classes with a grade of "W"
Mar. 30-Apr. 15	Registration for Summer Classes and Fall Semester
Ap. 3, Fri	Good Friday; Administrative Offices Closed; No Classes (Easter Break begins after Thursday Evening Classes are complete)
Ap. 6, Mon	Classes Resume-8:00 a.m.; Administrative Offices Open-8:00 a.m.
Ap. 10, Fri	Awards Day Convocation-10:00 a.m., Wiles Chapel (FAL)
Ap. 21, Wed	Senior Testing for May Graduates; 1:00-4:00 p.m. (all courses end at noon)
Ap. 29, Wed	Spring Semester Classes End
Ap. 30, Thu	Reading Day
May 1, 2, 4, 5	Exams (Fri, Sat, Mon, Tue)
May 5, Tue	Residence Halls Close at 5:00 p.m. for NON-Commencement participants
May 6, Wed	Grades for May Graduates due to Registrar's Office by 12:00-Noon
May 7, Thu	Grades for Undergraduates due to Registrar's Office by 4:00 p.m.
May 8, Fri	Commencement Rehearsal: 11:00 a.m., Eleazer Arena Jazz Concert, 2:00 p.m.; AMC Recital Hall
May 9, Sat	Baccalaureate-11:00 a.m., Wiles Chapel. Commencement-2:00 p.m., Eleazer Arena Residence Halls Close a 5:00 p.m. for Commencement Participants

Chapel is held each Wednesday during Fall and Spring semester at 10:00 a.m. in Wiles Chapel.

CALENDARS FOR 2015 MAY TERM AND SUMMER SESSIONS

2015

MAY TERM

May 11, Mon Check-In 10:00-noon
Classes begin as indicated on Registrar's schedule
May 25, Mon Memorial Day Holiday; No Classes; Administrative Offices Closed
May 29, Fri Classes End; All Residence Halls Close-5:00 p.m.

2015

SUMMER I

June 1, Mon Summer I Registration; Check In-10:00-Noon;
Classes Begin-1:00 p.m. No Friday Classes.
Summer Residence Hall opens 8:00 a.m.
June 30, Tue Classes End; Residence Hall Closes-5:00 p.m.
July 3, Fri Independence Day; Administrative Offices Closed

2015

SUMMER II

July 6, Mon Summer II Registration; Check In-10:00-Noon;
Summer Residence Hall opens 8:00 a.m.
Classes Begin-1:00 p.m. No Friday Classes
Aug. 4, Tue Classes End; Residence Hall Closes-5:00 p.m.

CLASS SCHEDULES

Classes are scheduled to meet a minimum of 700 minutes for each semester hour of credit. Evening classes, labs, and lessons may be scheduled at times other than those listed below. The regular schedule for Fall and Spring Semester classes is as follows:

MONDAY/WEDNESDAY/FRIDAY REGULAR CLASS SCHEDULE

Monday (M), Wednesday (W), and Friday (F):

Weekly Chapel is scheduled on Wednesdays from 10:10-10:50 a.m.

First Period	8:00-8:50 a.m.	Fifth Period	12:00-12:50 p.m.
Second Period	9:00-9:50 a.m.	Sixth Period	1:00-1:50 p.m.
Third Period	10:00-10:50 a.m.	Seventh Period	2:00-2:50 p.m.
Fourth Period	11:00-11:50 a.m.	Eighth Period	3:00-3:50 p.m.

TUESDAY/THURSDAY CLASS SCHEDULE

Tuesday (T) and Thursday (H)

First Period	8:00-9:15 a.m.	Fourth Period	12:15-1:30 p.m.
Second Period	9:25-10:40 a.m.	Fifth Period	1:40-2:55 p.m.
Third Period	10:50 a.m.-12:05 p.m.	Sixth Period	3:05-4:20 p.m.

CONVOCATION DAY CLASS SCHEDULE

First Period	8:00-8:50 a.m.
Second Period	9:00-9:45 a.m.
Convocation	10:00-11:00 a.m.
Fourth Period	11:15 a.m.-12:00 p.m.
Fifth Period	12:05-12:50 p.m.

Regular Class Time

Sixth Period	1:00-1:50 p.m.
Seventh Period	2:00-2:50 p.m.
Eighth Period	3:00-3:50 p.m.

A NEWBERRY COLLEGE PROFILE

Location: Newberry, South Carolina, a city of approximately 10,000, is four miles from Interstate 26 and forty miles northwest of Columbia, the state capital.

Chartered: 1856; first classes: 1859.

Support: A four-year liberal arts college supported by the South Carolina, Southeastern, Florida-Bahamas, and Caribbean Synods of the Evangelical Lutheran Church in America.

Degrees and Majors:

Bachelor of Arts (B.A.)

Within the Bachelor of Arts degree program, students may major in one of the following fields: Art; Church Leadership (Church Administration, Christian Education, Music Ministry, and Youth Ministry); Communications; Early Childcare Management; English (Secondary Education); Graphic Design; History (Secondary Education); International Studies (Business Administration, Foreign Language, Political Science); Music; Music (Emphasis in Church Music or Music Theory); Political Science; Psychology (Forensic Psychology); Religion and Philosophy (Religion, Philosophy); Social Media; Sociology; Spanish; and Theatre (Acting, Directing, Technical).

Bachelor of Music in Performance (B.M.) (Instrumental, Vocal).

Bachelor of Music Education (B.M.E.) Music Education (Choral, Instrumental).

Bachelor of Science (B.S.)

Within the Bachelor of Science degree program, students may major in Accounting; Biology (Secondary Education, Environmental Studies); Business Administration; Chemistry (Forensic Chemistry, Secondary Education, Biochemistry); Early Childhood Education; Elementary Education; Middle Level Education; Mathematics (Secondary Education, Actuarial Science, Physics); Nursing; Physical Education (Leisure Services, Sport Management, Teacher Certification).

Minors are offered in: Accounting; Art; Athletic Training; Biology; Business Administration; Chemistry; Church Leadership; Church Leadership AIM; Church Music; Coaching; Communications; Community Service Studies; Computer Science; Creative Writing; Criminal Justice; English; Environmental Science; Graphic Design; History; Jazz Studies; Mathematics; Management Information Systems; Military Science Leadership; Music; Music Business; Philosophy; Physics; Political Science; Psychology; Religion; Social Media; Sociology; Social Work; Spanish; Speech; Sport Management; and Theatre.

A **Bachelor of Arts (B.A.)**, Business Degree with a concentration in Organizational Management, is given through the *fastFORWARD* Program, a non-traditional program for adults.

A **Bachelor of Science (B.S.)** degree is given through the **cooperative dual-degree program** with Duke University.

Pre-Professional Tracks are offered in ten fields: Chiropractic, Dentistry; Law; Medicine; Occupational Therapy; Pharmacy; Physical Therapy, Physician's Assistant, Seminary, Veterinary.

Non-Major/Minor Programs/Courses of Study: Summerland Honors Program; Departmental Honors; Values Based Learning; College Life; Economics; French; German; Geography; Greek; Humanities; Science; and Social Sciences.

Number of Students: 1,010 (Fall 2013)

Number of Faculty (full-time equivalent): 82

Campus size: 90 acres

Number of Buildings and Athletics Facilities: 31

Athletics Membership: NCAA Division II and South Atlantic Conference.

EARLY HISTORY OF THE COLLEGE

Newberry College celebrated 150 years of service and educational leadership to the Newberry community in South Carolina and to the Lutheran Church in the 2006-07 academic year.

Newberry's heritage began in 1828 at the annual meeting of the Lutheran Synod in South Carolina and Adjacent States—nearly thirty years before it was chartered as a college by the State of South Carolina. At the 1828 meeting, the Rev. John Bachman, President of the Synod, recommended the establishment of a seminary to train Lutheran ministers. The following year the Synod followed his advice and voted to establish a seminary and classical academy.

The new seminary-academy opened its doors in February 1831, near Pomaria, SC (about fifteen miles from the College's present location); it moved to neighboring Lexington in 1832 and remained there for twenty-four years.

In 1854 the Synod voted to make the institution a degree-granting college; in 1855 to move it to Newberry; and in 1856—just before the granting of the charter on December 20, 1856—to name it Newberry College. A preparatory department opened in 1858; the College and Seminary began operation in February 1859.

It prospered until the Civil War when nearly all the faculty and students were called into military service. At war's end, the only College building was occupied by federal troops. In 1868, as a result of the physical condition of the building, the military occupation, and the depletion of the endowment funds, the College faced a severe financial crisis. St. John's Lutheran Church in Walhalla, SC, in the extreme northwestern corner of the state, offered the College a new home and the offer was accepted. In 1877, through the efforts of Newberry residents, the College returned to its original site in Newberry. The first building on the Newberry College campus, built in 1858, was razed in 1877. The present Smeltzer Hall was built on its site the same year.

The Synod discontinued operating the seminary for several years, but in 1872 reopened it at Roanoke College, Salem, VA. In 1884 the Seminary returned to Newberry where it remained until 1898. That year the seminary moved to Mt. Pleasant, SC, and in 1911 to its present location in Columbia, SC.

The College has maintained its association with the Lutheran Church. Today Newberry is related to the South Carolina, Southeastern, Florida-Bahamas, and Caribbean Synods of the Evangelical Lutheran Church in America (ELCA).

Visit the Newberry College website for additional information: <http://www.newberry.edu>.

GENERAL INFORMATION

NEWBERRY'S CAMPUS

Newberry College's 90-acre, wooded campus is located less than a mile from local shopping areas in Newberry, SC. The College's thirty-one buildings and athletic facilities are well-equipped to serve student needs. The College centers on a quadrangle heavily planted with azaleas, camellias, various shrubs and trees. Conveying special charm to the quadrangle are four campus buildings listed in the *National Register of Historic Places*: Smeltzer Hall-built in 1877, Keller Hall-built in 1895, Holland Hall-built in 1904, and Derrick Hall-built in 1921. These four buildings ring three sides of the quadrangle. Derrick Hall houses the Office of Student Affairs on the first floor, with student housing on the second and third floors.

The *President's Office, Academic Affairs Office, Alumni and Church Relations Offices, Business Office, Institutional Advancement, Marketing and Public Relations, Institutional Effectiveness, and Registrar's Office* are located in Holland Hall.

On the fourth side of the quadrangle are the McClurg Center for Teaching and Learning, Langford Communications Center, and Wessels Library. The Langford Communications Center has state-of-the-art communications facilities including radio and television studios from which the College broadcasts to Newberry County communities. The McClurg Center and the nearby Science and Mathematics building house classrooms, seminar rooms, graphic design computer lab, science laboratories, art studios, and offices.

Wessels Library houses a collection of print books, journals and other media, and maintains a virtual presence through its website from which students can access online ebooks, databases and journals 24/7. A tutoring center, offering free academic support across all academic disciplines, also resides in Wessels Library where a newly renovated Learning Commons provides students and faculty space to collaborate and study. Quiet study areas and study rooms are also available providing a variety of environments to meet individual learning needs.

The Center for Student Success, consisting of Career Services, Disability Services, Academic Skills Center (including tutorials for writing), Retention, Diversity Services, and the Langford Center and Media Services, is located in Wessels Library.

The Welcome Center, located on Luther Street, is a modern, restored building, housing the *Office of Enrollment Management* and the *Financial Aid Office*. The Dufford Alumni House on College Street is a lovely restored home used for alumni events and meetings. The Darrow Naval Trainee House, located at 1814 College Street, is a gift from a former naval trainee. During the early 1940's, Newberry College partnered with the US Navy to train deck and flight officers. To honor these trainees and their importance to the history of Newberry College, a museum has been established in the Darrow House. The house is also home to the *Office of Operations and Campus Planning*.

One of the most easily visible buildings is Wiles Chapel with its soaring steeple, neo-gothic design, and neo-impressionistic stained glass windows. It houses a 1,000-seat chapel where convocations and interfaith services are held. Downstairs in the chapel is a 165-seat theatre in which theatrical productions are held.

Two other important buildings for learning include the Alumni Music Center and the Physical Education Complex. The Alumni Music Center houses a 150-seat recital hall, practice rooms, a state-of-the-art computer lab with Roland keyboards, a choral rehearsal room, a band room, offices, and classrooms. The Physical Education Complex has a 1,600-seat basketball arena; stress lab; offices; and classrooms.

Athletic facilities include a baseball complex; the 4,000-seat football stadium, Setzler Field; soccer and softball playing fields; lighted tennis courts; and the John F. Clarkson outdoor swimming pool. The O. L. Casey Student Center adjoins the swimming pool and the Physical Education Complex, the Fitness Center, the Athletic Club and the *Athletic Offices* are located here.

The Weber Campus Ministry House, located next to Brokaw Hall, provides a gathering place for campus religious organizations to meet and for students to conduct *Bible* studies and hold events. The Summerland Honors House provides a place where students share their views about a number of liberal arts issues.

Seven residence halls offer facilities for men and women. The oldest (Smeltzer Hall built in 1877) and the newest (Walker Hall-formerly East Hall-built in 2006) buildings on campus are residence halls in addition to Brokaw, Cromer, Derrick, and Kinard. Recently renovated Oakland Mills opened for residential students in fall 2011. Each hall has lounges and study areas in addition to student rooms.

Meals are served daily in Kaufmann Hall where the College Bookstore, Snack Bar, and Game Room are also located. *The Campus Mail Center* and the *Office of Campus Technology* are located in Wright Hall.

COMPLIANCE & ACCREDITATION

Newberry College is committed to equal opportunity in employment and education and does not discriminate on the basis of race, color, national origin, sex, religion, age, gender, veteran status, genetic characteristic, and disability in employment or the provision of services.

Newberry College is in compliance with Title IX of the *Higher Education Act* of 2008; Title VI and Title VII of the *Civil Rights Act* of 1964; and Section 504 of the *Rehabilitation Act* of 1973, as amended; the Americans with Disabilities Act, as amended; the *Student Right-to-Know and Campus Security Act* of 1990.

Newberry College is accredited by the Southern Association of Colleges and Schools, Commission on Colleges to award Bachelor's Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Newberry College. The Commission is to be contacted **only** if there is evidence to support an institution's significant non-compliance with a requirement or standard.

Newberry College also holds current accreditation from the Collegiate Nursing Education (CCNE) to award a bachelor of science in nursing; the National Association of Schools of Music (NASM); the Council for the Accreditation of Teacher Preparation (CAEP) (formerly NCATE), which is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. Other CAEP-related accrediting bodies by which Newberry College is accredited include, the National Association for the Education of Young Children (NAEYC), the Association for Childhood Education International (ACEI), the National Council for the Social Studies (NCSS), the National Council of Teachers of Mathematics (NCTM), the National Council of Teacher of English (NCTE), the National Science Teachers Association (NSTA) and the National Association for Sports and Physical Education (NASPE).

Accreditation compliance reports and letters of notification of accreditation status are on file in the Office of Institutional Effectiveness.

Newberry College is also a member of the Council of Independent Colleges; the American Association of Colleges for Teacher Education; the Lutheran Educational Conference of North America; the South Carolina Association of Colleges and Universities; the South Carolina Independent Colleges and Universities; and the National Collegiate Athletic Association (Division II).

For information about accreditation, please see: <http://www.newberry.edu/academics/accreditation.aspx>.

WESSELS LIBRARY

The academic library is fundamental to all institutions of higher learning. Students conducting research at Newberry College have full access to the library's print and electronic holdings including reference books, monographs, scholarly journals, magazines, newspapers, sound recordings and DVDs. Online databases provide up-to-date information 24/7 across all academic disciplines, and are accessible through the Wessels Library website for students studying on-campus or off. Students are also able to request information to support their research from most academic institutions in South Carolina through a borrowing and delivery agreement with those colleges.

Computer workstations are provided on the library's main floor for student use, and wireless internet access is available throughout the facility. Students seeking the best study environment to meet their needs will find a busy Learning Commons with work tables and comfortable seating, quiet single-student desks in the stacks, a quiet commons area on the lower floor with quiet group study rooms as well. Professional librarians with expertise in research and instruction support student inquiry onsite during hours the library is open, and electronically when the library is closed. Experienced library staff members are always available to provide direction and answers to student's questions.

Students seeking academic support can find peer tutors available at Wessels Library during open hours. This drop-in tutoring service is offered in all academic areas at no cost to students. When conflicts arise with scheduling, students needing assistance may contact a tutor directly to schedule an appointment.

CAMPUS TECHNOLOGY

The *Office of Campus Technology*, located in Wright Hall, is the principal planning, supervisory, consultation, and support office for all forms of electronic technology on campus.

Newberry College has a fiber optic network connecting all academic and administrative buildings and residence halls. The College also provides high-speed Internet access.

All faculty offices and classrooms and all residence halls are equipped with network connections. Computer labs are located in Room 107 of the McClurg Center, second floor of the Alumni Music Center, Wessels Library, and the Center for Student Success.

The campus is covered by a wireless network in which Internet access is available to all students with their own computers with wireless capability.

All students are provided with a College e-mail account, as well as numerous other communications capabilities, via the College “intranet” facility known as “Wolf Den.” Students are provided with Wolf Den access at an early stage in the enrollment process and throughout their tenure at the College. Through the Technology Tab in Wolf Den, they may interact with administrative functions, such as the Registrar’s Office (register for classes, check grades, etc), Student Affairs (room assignments, etc), Business Affairs (settle accounts, etc) and their instructors (view course requirements and assignments, etc). Through Wolf Den, all students also have free access to Microsoft “OneDrive,” where they can securely store all documents, as well as free access to Microsoft Office 365, which provides functionality such as Word, Excel and PowerPoint. Most Wolf Den capability is available on multiple platforms, including tablets.

For optimal success, all students are highly encouraged to attend Newberry College with a capable MS Windows- or Apple-based wireless laptop computer (sample specifications available through the Technology Tab in Wolf Den). Tablet and smart phone devices may augment, but may not fulfill all basic computer requirements. Certain courses require special computer hardware and software capability, which are specified in course syllabi and can be located through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Center for Student Success, students may not rely upon computer labs to meet all course requirements.

Technical assistance is available by email at helpdesk@newberry.edu or by dialing 803-321-5646, or by dialing extension 5646 from any campus phone.

ACADEMIC CALENDAR

Newberry College operates on a two-semester academic calendar consisting of two sixteen-week terms. The fall term begins in late August and ends before Christmas; the spring term extends from January to early May.

The Newberry College Summer Session offers three distinct programs: two five-week terms of Summer School from late May to mid-August; the May Term; and Workshops.

The summer schedule offers an opportunity to students from Newberry and other colleges who wish to begin their college work early to accelerate their progress, or to make up work. The schedule also offers teachers an opportunity to renew their certificates and credentials.

Please refer to pages 8-10.

CAMPUS SECURITY

The *Student Right-To-Know and Campus Security Act* of 1990 (P.L. 101-542) and the *Higher Education Technical Amendment* of 1991 (P.L. 102-26) require all information be available to students and prospective students and employees/prospective employees upon request. Title I of this act is known as the *Student Right-To-Know Act* and Title II is known as the *Crime Awareness and Campus Security Act*.

Statistics on campus crime are compiled annually by the Newberry College *Office of Student Affairs* and can be found online at the Newberry College homepage under the Security section of the Student Services link.

The Newberry College Campus Security Office is located in Brokaw Hall, Room 176, telephone: 321-5600 and cell: 940-0672. The Director of Security is located in Derrick Hall, telephone: 321-5602.

ASSURANCE OF COMPLIANCE WITH FEDERAL REGULATIONS STATEMENT

Newberry College has filed with the Federal Government an *Assurance of Compliance* with all requirements of Title VI and Title VII of the *Civil Rights Act* of 1964. Newberry College is in compliance with Title IX of the *Higher Education Act* of 1972, Section 504 of the *Rehabilitation Act* of 1973, the *Americans with Disabilities Act*, the *Students Right-to-Know and Campus Security Act* of 1990, and the *Higher Education Technical Amendment of 1991*. Newberry College is authorized under Federal law to enroll non-immigrant alien students.

Newberry College practices strict confidentiality of all student records. Records are maintained for the benefit of students and the institution, but held in strict confidence. This policy, located in the Offices of the President, Academic Affairs, and Student Services guarantees privacy of student records in compliance with the *Family Education and Privacy Act of 1974* (FERPA) and the *Family Personal Privacy Act* of 2002.

Newberry College does not engage in unlawful discrimination based on gender/gender identity, sexual orientation, race, color, national origin, religion, age, marital status or disability, in the execution of its educational programs, activities, employment, daily operations or admission policies, in accordance with all applicable federal, state and local laws. Newberry College also prohibits harassment and/or sexual assault.

The term harassment is defined by Newberry College as any verbal, written, or physical conduct that a person knows or has reasonable grounds to know would disrespect, intimidate, demean, or degrade an individual's or group's human or civil rights and that may result in his or her mental, emotional or physical discomfort, ridicule, or harm. Examples of harassment include, but are not limited to the following: Physical or verbal attacks upon a person which hinder the person from conducting customary or usual college-related affairs; conduct or expressive behavior that puts a person in fear of his/her safety and/or causes a person to suffer actual physical or mental injury or harm; intentionally or inadvertently creating an intimidating, hostile or demeaning living or educational environment; physical aggression intended for one individual by another, related to the individual's dating relationship or association with a person or persons different from oneself. Furthermore, sexual harassment is defined as an attempt to coerce an unwilling person into a sexual relationship, to subject a person to unwanted sexual attention, to punish a refusal to comply, or to create a sexually intimidating, hostile or offensive working, living, or educational environment.

Sexual assault is defined as forced, manipulated or coerced sexual activity. It is a violent crime using sexual means. When the act involves unwanted penetration, it is rape. In these events, the College urges the victim to get immediate medical attention and report the sexual assault or rape to the proper civil as well as College authorities. For further information regarding Title IX and your rights under the law, please visit the following website: (<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>).

Newberry College has designated a Title IX Coordinator to investigate all claims of violations of Newberry College's policy of non-discrimination and prohibition of sexual harassment and assault. Reports of or inquiries about policy violations involving employees, students, including student athletes, should be directed to:

Dr. Sid Parrish, Executive Director of Institutional Effectiveness, Office of the President
Work: 803-321-5263
Sid.Parrish@newberry.edu

Reports or inquiries of incidents involving faculty, staff, or students that are related to on-campus employment, may also be directed to:

Peggy Shuler, Director of Human Resources
Work: 803-947-2114
Peggy.Shuler@newberry.edu

Reports or inquiries of incidents involving students may also be directed to:

Ms. Jane Willis, Dean of Student Affairs
Work: 803-321-5664
Jane.willis@newberry.edu

Reports or inquiries of incidents involving student athletes may also be directed to:

Emily Bikowski, Senior Women's Administrator

Work: 803-321-5199

Emily.Bikowski@newberry.edu

-OR-

Wayne Alexander, Assistant Director of Compliance and Athletic Operations

Work: 803-321-5154

Wayne.alexander@newberry.edu

-OR-

Dr. Sid Parrish, Faculty Athletic Representative

Work: 803-321-5263

Sid.Parrish@newberry.edu

A copy of Newberry College's discrimination and harassment policy, including a more detailed policy statement and procedures for filing formal complaints, can be obtained at the following campus locations:

- Office of the President
- Office of Institutional Effectiveness
- Office of Academic Affairs
- Office of Student Affairs
- Office of Human Resources
- Office of Intercollegiate Athletics
-

Formal complaints may also be filed with:

Office for Civil Rights

U.S. Department of Health and Human Services

Region IV (AL, FL, GA, KY, MS, NC, SC & TN)

Atlanta Federal Center, Suite 3B70

61 Forsyth Street, S.W.

Atlanta, GA 30303-8909

404-562-7886

OCR.Mail@hhs.gov

ADMISSION TO THE COLLEGE

ADMISSION PROCEDURES AND POLICIES FOR FRESHMEN

Newberry College's personal attention to students begins with the recruitment and admission processes. Students typically make initial contacts with the College during college fairs or by contacting the Office of Enrollment Management directly by phone, email or web form. We encourage students to visit campus and have a campus tour and a personal interview.

To be considered for admission to the College as a first-time student, candidates should submit the following:

- Newberry College application form, Common Application or Universal College Application
- Official high school transcript(s)
- Official SAT or ACT score reports
- Letter of recommendation from a school counselor or teacher
- Personal statement or essay

Certification of graduation from an approved secondary school is required prior to enrollment. The General Educational Development (GED) test is also accepted. Students should present an average score of forty-five (45) on all tests with no individual scores lower than forty (40).

Degree-seeking freshmen who are twenty-five years of age or older, and applying for the regular day program, do not have to submit SAT/ACT scores. High school transcripts or acceptable GED scores are required. An admissions interview or placement interviews to assess the student's qualifications, motivation and recent history may be required prior to a final admission decision.

THE APPLICATION

Newberry College uses a rolling admission schedule. Students may apply at any time and receive an admission decision shortly after their admission credential files are complete. Students are notified if their files have missing documents.

The priority deadline is March 1; students considering the College are encouraged to apply as early as possible, in order to secure a place in the incoming class and to receive priority consideration for institutional scholarships, grants, and other financial aid awards. Academically proficient juniors may apply for early consideration prior to their senior year in high school, with the provision that admission to the College is conditional upon the student's sustained high academic performance throughout the senior year.

All candidates are encouraged to use the College's electronic application forms, found online at www.newberry.edu. Students who prefer completing or have special needs for a paper application may request an application packet by contacting the Office of Admissions at: 803-321-5127 or admissions@newberry.edu.

Students are either admitted as degree-seeking or non-degree students. Non-degree students should refer to page 24, "Special Students."

DETERMINATION OF ENROLLMENT STATUS

The Admission Committee of Newberry College considers the scholastic performance and personal background of each candidate and makes admission decisions based upon the following criteria:

- Type of high school curriculum completed
- Grade point average overall, and on academic subjects
- Official ACT or SAT score report
- Critical thinking and writing skills demonstrated by the Personal Essay
- Recommendations from persons who know the candidate
- Extra-curricular activities and leadership
- Other relevant factors (part-time employment, community service, and volunteerism.)

Students whose academic records do not meet the minimum standards for admission may be selected by the Admission Committee for further review and conditional admission to the College. They should show a strong desire to attend Newberry College and have the aptitude to complete the four-year college program but have a shortcoming in their preparatory work that can be realistically strengthened or remediated.

Decisions are issued as soon as possible with prompt notification to the applicant. Final enrollment is contingent upon successful completion of high school course work in progress. Following high school graduation, each admitted student must submit an official final transcript bearing the date of graduation.

COLLEGE PREPARATORY STUDY

An applicant for freshman admission in either the Fall or Spring Semester should provide a school transcript that shows a 2.0 or better grade point average (GPA) on a 4.0 scale for a minimum of fourteen (14) academic or college preparatory subjects from ninth through twelfth grades. The fourteen academic units are as follows:

- English, four units
- Mathematics, three units
- Sciences, two units (typically lab sciences)
- Social Studies, two units
- Three additional units from any listed above, foreign language, or non-doctrinal religion/philosophy

THE ENTRANCE EXAMINATIONS

The College requires score reports to be submitted from either the ACT or SAT for freshman admission review. Both tests are considered equally and without preference for one over the other. Newberry College recommends college preparatory students take the tests during the spring of the junior year and/or early fall of the senior year in high school. Score reports should be sent to the Office of Enrollment Management. The Newberry College ACT code is 3870 and the SAT code is 5493. Students may indicate Newberry when they register for tests, or at any time using the web sites of the testing services.

VISITING THE CAMPUS

Prospective students are strongly encouraged to visit the campus. The Welcome Center is open weekdays and select Saturday mornings. Although walk-in visitors are welcome, we recommend scheduling a campus visit in advance, so that we can design an itinerary specifically suited to the prospective student's needs and interests.

A guided tour of the 90-acre campus and its major facilities will take about an hour; this can, of course, be adjusted according to individual needs and time limitations. Tour times are available in the mornings and afternoons. Plan to arrive at least 15 minutes prior to the scheduled tour time.

Appointments for official campus visits, guided tours, and Office of Enrollment Management interviews may be requested via our website (admissions@newberry.edu), by telephone (1-800-845-4955; 1-803-321- 5127); or by writing to: Newberry College, Office of Enrollment Management, 2100 College Street, Newberry, SC 29108.

THE ADMISSIONS INTERVIEW

Interviews are recommended as part of the campus visit. In addition to reviewing a student's academic record, an Admissions Counselor will evaluate the prospective student's needs, goals, and interests. Comfortable and neat school attire is always acceptable for campus visits. Thirty minutes is usually considered adequate time for the interview.

LETTERS OF RECOMMENDATION

One letter of recommendation from a high school guidance counselor, principal, headmaster, instructor, pastor, employer, or Newberry College alumnus/a is required. A candidate may submit additional letters of recommendation in order to provide a fuller profile of academic proficiencies or personal character. All letters of recommendation are added to the applicant's file and are especially useful for a full evaluation of academic and personal potential. Letters of recommendation are also required for certain scholarship awards.

CONCURRENT (DUAL) ENROLLMENT

For high school students who live within reasonable commuting distance of the campus, Newberry College offers the availability of certain college courses. To qualify, the high school student must have an overall “B” average (3.0 on the 4.0 scale), acceptable SAT or ACT scores, and a recommendation from a high school administrator.

ADVANCED PLACEMENT EXAMINATIONS

Students who score three (3) or higher on the official examinations of Advanced Placement (AP) courses of The College Board will receive appropriate college credit in the academic area tested.

During the pre-college orientation program prior to enrollment, students may be tested to assess their skill in English and mathematics. This includes students who submit AP scores as described above or who have successfully completed (with a grade of “C” or higher) college English.

<u>Exam</u>	<u>Score</u>	<u>Credit for</u>
Biology	3 or higher	BIO 121
Chemistry	3	CHE 113
Chemistry	4 or 5	CHE 113 and CHE 114
Economics	3 or higher	ECO 210 or 220 (depends on test)
English (Lit/Comp)	3 or higher	ENG 113 (2014 Core Curriculum)
English (Lang/Comp)	3 or higher	ENG elective (2014 Core Curriculum)
French	3 or higher	FRE 101 & FRE 102
German	3 or higher	GER 101 & GER 102
Government and Politics	3 or higher	POS 121
History (European)	3 or higher	HIS 111 & HIS 112
History (United States)	3 or higher	HIS 121 & HIS 122
Mathematics (Calculus AB)	3 or higher	MAT 211
Mathematics (Calculus BC)	3 or higher	MAT 211, & MAT 212
Music Theory	4	MUS 171 & MUS 173
Music Theory	5	MUS 171, MUS 172, & MUS 173
Physics B	3 or higher	PHY 101 & PHY 102
Psychology	3 or higher	PSY 120
Spanish	3 or higher	SPA 101 & SPA 102
Statistics	3 or higher	MAT 200

INTERNATIONAL BACCALAUREATE PROGRAM

Newberry College recognizes the competitive nature of the International Baccalaureate (IB) program. The following table indicates course credits awarded for scores on IB Examinations. Students wishing to receive credit must request examination results be sent to the Office of Enrollment Management, Newberry College, 2100 College Street, Newberry, SC 29108, USA.

<u>Higher Level IB Examination</u>	<u>Course Credit IB Score of 4</u>	<u>Course Credit IB Score of 5, 6 or 7</u>
Biology	BIO 101	BIO 101 & 102
Chemistry	CHE 113	CHE 113 & 114
Economics	*——	ECO 210 & 220
English	ENG 113	ENG 113 (2014 Core Curriculum)
Mathematics	MAT 211	MAT 211 & 212
Physics	PHY 101	PHY 101 & 102
Psychology	PSY 120	PSY 120

*Students must score at least a 5 on the Economics exam in order to receive college credit.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Newberry College welcomes students of all ages and experiences to our campus. The College awards credit for college-level knowledge and experience by accepting the full range of College-Level Examination Program (CLEP) tests. Assuming an acceptable grade (see list below) on a CLEP examination, Newberry College grants full degree credit. On the basis of an acceptable score, all CLEP credits will be accepted for transfer students. Credit for English 112 (Introduction to Literature and the Research Paper) will not be awarded to students who complete the CLEP examination in English. The web-site for CLEP is <http://www.collegeboard.com/student/testing/clep/about.html>.

Subject Examinations

	<u>Credit</u>	<u>Granting Score</u>	<u>Score Business Replaces Info.</u>
Systems & Computer Applications	3	52	CSC Elective
Principles of Management	3	46	BUA 360
Principles of Accounting	3	45	ACC 210
Intro. to Business Law	3	51	BUA 210
Principles of Marketing	3	50	BUA 320
 <u>Composition & Literature</u>			
American Literature	3	46	ENG 230
Analysis & Interpretation of Literature	3	47	ENG Elective
English Literature	3	46	ENG 220
 <u>Foreign Languages</u>			
French, Level I	6	42	FRE 101, FRE 102
French, Level II	12	45	FRE 101, FRE 102, FRE 201, FRE 202
German, Level I	6	36	GER 101, GER 102
German, Level II	12	42	GER 101, GER 102, GER 201, GER 202
Spanish, Level I	6	45	SPA 101, SPA 102
Spanish, Level II	12	50	SPA 101, SPA 102, SPA 201, SPA 202
 <u>History & Social Sciences</u>			
American Government	3	47	HIS Elective
American History: Early Colonizations to 1877	3	47	HIS 121
History of U.S. II: 1865 to the Present	3	46	HIS 122
Human Growth & Development	3	45	EDU 230
Intro. to Educational Psychology	3	47	PSY Elective
Principles of Macroeconomics	3	44	ECO 210
Principles of Microeconomics	3	41	ECO 220
Intro. Psychology	3	47	PSY 120
Intro. Sociology	3	47	SOC 101
Western Civilization I: Ancient Near East to 1648	3	46	HIS 111
Western Civilization II: 1648 to the Present	3	47	HIS 112

Subject Examinations

	<u>Credit</u>	<u>Credit Granting Score</u>	<u>Score Replaces</u>
<u>Science & Mathematics</u>			
Calculus with Elementary Functions	8	41	MAT 211, MAT 212
Algebra	3	46	MAT 099
Trigonometry	3	50	MAT Elective
Algebra-Trigonometry	4	45	MAT 150
General Biology	8	46	BIO 101 & BIO 102
General Chemistry	8	47	CHE 113 & CHE 114

The scores appearing in Newberry College's policy are also the credit-granting scores recommended by the American Council on Education (ACE).

ACADEMIC CREDIT FOR LIFE EXPERIENCE

Newberry College offers academic credit for subject matter of life experience that corresponds to the content of specific courses listed in this catalog.

Academic Credit for Life Experience Based upon Demonstrated Competence may be found on page 60.

ACADEMIC SCHOLARSHIPS FOR FRESHMEN

Newberry College offers achievement-based scholarship programs for incoming freshmen. These are designed to recognize and reward outstanding high school graduates who plan to enroll in degree programs at Newberry College. While not mandatory, distinguished achievements in areas such as the following will enhance a student's candidacy: Art; Athletics participation; Cheerleading; Marching, Jazz Big-Band or Combo, and Concert Band; Club participation; Communications (Newspaper, Yearbook, Radio, Television, etc.); Community Service; Creative Writing; Debate/Forensics; Leadership; Music, Science or Mathematics competitions; Theatre; Religious activities; Scouting; or other youth organizations.

The SAT scores used to determine eligibility for scholarships are computed using the Critical Reading and Math scores only. In the case of ACT, the composite score determines eligibility. These scholarships are not stackable. If a student is awarded a higher scholarship based on improved test scores, the higher scholarship will replace the one that was previously awarded. Scholarship funds may not be available for late applicants; students are advised to apply to the College before the March 1 priority date.

Students may combine Newberry College awards with state academic awards, including those offered by South Carolina.

ADVANCE DEPOSITS

Students who are accepted for admission to Newberry College are asked to confirm their intention to enroll by remitting an enrollment fee of \$300 by May 1 (or upon admission, after May 1 for the fall semester).

For students entering the fall semester and summer sessions, the fee is nonrefundable after May 1. For those entering the spring semester, the fee is nonrefundable after December 1.

PHYSICAL EXAMINATION

All new students are advised to have a physical examination prior to enrollment at Newberry College. An official Student Medical Form, furnished by the Office of Student Affairs upon receipt of the enrollment deposit, must be completed prior to New Student Orientation.

Along with the medical form, students must submit an immunization form with proof of currently required vaccinations and provide proof of health insurance.

APPLICATION FOR TRANSFER ADMISSION

Students who seek to transfer to the College after attending another regionally accredited college or university must submit the Newberry College application or the Common Application with the required fee and satisfy all requirements for transfer admission as described below.

A minimum of a cumulative "C" average on all college-level study is expected for successful transfer. This is

a cumulative grade point average (GPA) of 2.0 or better on a 4.0 scale. Grades and grade points for study previously attempted at Newberry are not included in a transfer application review for readmission. A transfer applicant must be a student in good academic standing. Neither probation nor suspension can be in effect at the previous college or university attended or currently attending.

Transcripts of all previously attempted or current studies must be submitted before application review.

It is the responsibility of the transfer applicant to arrange for the official transcript(s) to be mailed to the College's Office of Enrollment Management. Approved courses and credit hours transfer to Newberry; grades and grade points (quality points) do not transfer. Typically, college-level credit will transfer from post-secondary institutions that are regionally accredited or in candidacy for regional accreditation. The College Registrar may review collegiate course work on a case-by- case basis for potential transfer credit.

Applicants who have completed fewer than twenty-four semester hours (or thirty-six quarter hours) of college-level study must also submit a secondary school transcript, an ACT or SAT score report, and must satisfy all requirements for freshman admission.

ADDITIONAL GUIDELINES FOR TRANSFER APPLICATIONS

A maximum of seventy-two (72) semester hours will be accepted toward graduation for students transferring directly from junior, technical, or community colleges. A minimum of twenty-one (21) semester hours in the major, and eight hours in the minor, must be completed at Newberry College, and students must complete the last thirty-two (32) hours at Newberry College. Courses taken at the junior college level will not substitute for 300- and 400-level courses required in the major program at Newberry College, except by petition and departmental approval. In some cases, students who have earned the Associate's degree from certain South Carolina technical colleges will be credited with a full two years of college-level work without individual course evaluation. Prospective students who plan to transfer should pursue the appropriate transfer curriculum and review the requirements outlined in the articulation agreements at their two-year campus.

For the academic years 2014-2015 and 2015-2016, transfer students (*not* freshmen) may choose to enroll here under the 2007 Core Curriculum or the 2014 Core Curriculum. (See pages 72-75.) Freshmen must enter under the 2014 Core Curriculum.

For the student transferring directly from another senior-level (four-year) college or university, a minimum of twenty-five percent of the semester hours of credit must be completed at Newberry College and at least twelve semester hours in the major.

In most cases courses that can be applied to the Newberry College degree will be accepted from regionally accredited institutions, provided the applicant has a grade of "C" or higher at the previously attended institution. (The College Registrar may review all collegiate coursework presented on a case-by-case basis for potential transfer credit.)

Newberry College reserves the right to determine whether any particular course meets the requirements and standards of the College for transfer. Although a course may transfer, it may not apply directly to a particular major or program.

SCHOLARSHIPS FOR TRANSFER STUDENTS

In order to qualify for Newberry College Academic Transfer Scholarships, students must be admitted as a transfer student, must have earned between 24 and 90 transferable credit hours at a previous institution, and must enroll full time at Newberry College. Students are evaluated on their overall academic performance and are given priority consideration if all academic credentials are received by the March 1 application deadline.

Students may combine Newberry College awards with state academic awards, including those offered by South Carolina, and various federal aid programs, if they are eligible.

ADMISSION PROCEDURES AND POLICIES FOR INTERNATIONAL STUDENTS

Newberry College welcomes students from countries outside the United States. International students are valued for the great cultural resources they bring to the Newberry College community.

International applicants for both freshman and transfer admission must submit the following:

- Newberry College application or Common Application (both available online)
- Scores from the SAT or ACT (freshmen and transfer students with fewer than 24 credits).
- Scores from the TOEFL (Test of English as a Foreign Language). A TOEFL score of 71 on the internet based exam, 525 on the paper version, or 197 on the computer version are generally preferred. The test may be waived for students whose primary language is English or for students whose medium of instruction is English. Students choosing to take the APIEL (Advanced Placement International English Language Exam) should score at least a 3.
- Transcript evaluation from either WES (World Education Services www.wes.org) or ECE (Educational Credential Evaluators) for all foreign transcripts. Applicants should submit a preliminary evaluation to avoid any confusion over acceptance about coursework and grades.
- They must submit a final transcript evaluation that shows final high school or college grades and the level of degree or diploma earned.
- Affidavit of Support (United States Immigration Document I-134) and all supporting documentation as outlined in the I-134 including: a notarized bank statement showing the student has enough financial sponsorship for the cost of the upcoming academic year. The College cannot assume responsibility for changes in national policy relating to funds transfer outside the student's native country.

International students should apply for admission well before their anticipated date of enrollment because of the delay involved in international communications and the time-sensitive nature of obtaining the student visa.

SPECIAL STUDENTS

Students enrolled for academic credit who are not degree-seeking students will be classified as Special Students.

Students who are non-degree seeking are not eligible for financial aid under federal regulations. Special Students are usually concurrent high school students; students seeking teacher certification only; or any students who want to just take a course for their own self-improvement or enjoyment. In order to move from Special Student to degree-seeking student status, a student must be granted regular admission status by the Office of Admissions at least one week prior to the start date for the term in which they plan to enroll.

ADMISSION FOR THE SUMMER SESSIONS and MAY TERM

Two terms of five weeks each, in addition to a May Term, are offered in the College's Summer Session. Students may enter college as freshmen or transfers during the summer by completing the entrance requirements and the Summer Session Application.

Students attending other colleges or universities who plan to attend only the Summer Session must complete the Summer Session Application and have it signed by the proper official of the college they attend during the regular academic year.

Teachers who apply for Summer Session must have a valid Teacher's Certificate and may have their supervisor sign the Summer Session Application in lieu of going through the formal application process.

New students (i.e., freshmen, transfers, and special students) must file the Summer Session Application with the Office of Enrollment Management by May 20. Currently enrolled students should obtain their summer registration forms from the Office of the Registrar. Transient students and teachers should file the Summer Session Application with the Registrar at least one week prior to the start date for the term in which they plan to enroll. Summer Session and May Term Applications are available from the Office of Enrollment Management, the Office of the Registrar, and on the Registrar's webpage on the College website.

COLLEGE EXPENSES

THE EXPENSES OF COLLEGE

Fees are established by the administration and approved by the Board of Trustees for each academic year and must be paid in United States dollars. In developing annual tuition, fees, and room and board charges, the institution carefully considers the costs of college operations and the ability of students and parents to meet the required payments. As a result, Newberry College has traditionally offered a quality liberal arts education that is considered affordable in comparison with other private four-year colleges and universities.

Tuition and other fees cover approximately seventy-five percent of the cost of the total college program; the remainder is provided in the form of gift income from alumni, parents, friends, corporations, foundations, and the supporting Synods of the Evangelical Lutheran Church in America. In addition, Newberry has an endowment fund that earns investment income for scholarships and current operations.

Newberry College assists students in meeting education expenses through scholarships, grants, loans, and campus employment.

TUITION AND FEES FOR 2014-2015

Returning Students

	FALL	YEAR
Full Time Tuition (12-18 Credit hours)	\$ 11,025.00	\$ 22,050.00
Academic Commons Fee	\$ 900.00	\$ 1,800.00
Total Tuition and Fees	\$ 11,925.00	\$ 23,850.00

Incoming Freshman Fall, 2014

	FALL	YEAR
Full Time Tuition (12-18 Credit hours)	\$ 11,250.00	\$ 22,500.00
Academic Commons Fee	\$ 900.00	\$ 1,800.00
Total Tuition and Fees	\$ 12,150.00	\$ 24,300.00

Over 18 Credit Hours	\$ 525.00 per credit hour
Part-time Tuition (Less than 12 Credit hours)	\$ 525.00 per credit hour
Academic Commons Fee (Part Time and Summer Sessions)	\$ 125.00 per term

Summerland Honors

Students enrolled in the Summerland Honors Program may sign up for 21 hours without being charged an overload fee. If a Summerland student is approved to enroll in more than 21 credit hours, that student will be charged an additional \$525 per credit hour.

2015 May Term Tuition and Fees

Tuition, each credit hour	\$ 300.00
Laboratory Science Fee (each course)	\$ 95.00
Academic Commons Fee, (per session)	\$ 125.00

2015 Summer I and Summer II Sessions Tuition and Fees

Tuition, each credit hour	\$ 300.00
Campus Housing	
Double Room	\$ 435.00
Single Room	\$ 650.00
Laboratory Science Fee (each course)	\$ 95.00
Academic Commons Fee (per session)	\$ 125.00

May and Summer School tuition and fees are due and payable at or prior to registration each term. Prior to registration, all balances from previous semesters must be paid.

The off-campus courses have expenses in addition to tuition. Additional charges are listed with the course descriptions in the Summer School Brochure. The travel courses require deposits that must be paid as announced during the spring semester. Course fees, where applicable, will be charged for courses taken during May/Summer Sessions. Only federal aid is available during the May/Summer Sessions on a limited basis.

ROOM	Semester	Year
Double Occupancy	\$ 2,350.00	\$ 4,700.00
Single Occupancy	\$ 3,150.00	\$ 6,300.00
Suites (Cromer and Kinard)	\$ 3,150.00	\$ 6,300.00
Walker Hall (4 Person Suite)	\$ 3,250.00	\$ 6,500.00
Walker Hall (2 Person Suite)	\$ 3,600.00	\$ 7,200.00
Walker Hall (2 Person Private Suite)	\$ 3,850.00	\$ 7,700.00
Oakland Mills (4 Bedroom Single-10 Month)	\$ 3,650.00	\$ 7,300.00
Oakland Mills (4 Bedroom Double-10Month)	\$ 3,050.00	\$ 6,100.00
Oakland Mills (3 Bedroom-10 Month)	\$ 3,800.00	\$ 7,600.00
Oakland Mills (2 Bedroom Single- 10 Month)	\$ 3,950.00	\$ 7,900.00
Oakland Mill (2 Bedroom Double-10 Month)	\$ 3,350.00	\$ 6,700.00
12 Month Lease Additional (Oakland Mill)		\$ 800.00

The College reserves the right to increase the room charge at any time during the academic year to cover increased costs.

BOARD

Newberry College has contracted the services of Sodexo to provide the College's Dining Services for students, faculty, staff, and the community. Sodexo believes in creating environments of fun, relaxation and most importantly, a sense of community.

The Dining Hall offers numerous stations to give everyone a choice such as a salad bar, pizza oven, deli, grill and entrée station. This is an all-you-care-to-eat facility for students' convenience. Other dining facilities on campus include the POD located in the Science and Math Building and the snack bar/coffee shop located in Kaufmann Hall.

Resident students are required to select either the All Access 7 Day Plan or the All Access 5 Day Plan. Oakland Mill residents will be required to select the Oakland Mill Plan or one of the All Access plans. Commuters can select the Commuter Block 30, either of the All Access Plans or flex dollars.

All Access 7 days a week with \$300 Declining Balance \$ 4,600 per year \$2,300 per semester

This plan provides unlimited meals, 7 days a week, whenever the Dining Hall is open. It also allows for an additional \$300 per semester to be used at other dining facilities on campus.

All Access 5 days a week with \$400 Declining Balance \$4,600 per year \$2,300 per semester

This plan provides unlimited meals, 5 days a week (Monday – Friday), whenever the Dining Hall is open. It also allows for an additional \$400 per semester to be used at other dining facilities on campus.

Oakland Mills Plan 125 meals plus \$200 Declining Balance \$1,998 per year \$999 per semester

This plan is only available to Oakland Mill residents. The plan provides 125 meals, throughout each semester. It also allows for an additional \$200 per semester to be used at other dining facilities on campus

Commuter Block 30 plus \$100 Declining Balance \$ 700 per year \$ 350 per semester

This plan is only available for Commuting Students only. It includes 30 meals, throughout the semester. It allows for an additional \$100 per semester to be used at other dining facilities on campus.

Flex Dollars: All students can purchase flex dollars to be used at any dining facility on campus. Flex dollars will be reduced by the individual meal prices when used in the dining hall. However, any declining balance dollars connected with your meal plan will be deducted before flex dollars can be used. Flex dollars are carried over from semester to semester and from year to year.

Individual Meal Prices (prices are subject to change)

Breakfast	\$ 5.75
Lunch	\$ 7.75
Dinner	\$ 7.95
Sunday Buffet	\$ 9.25

Summer I and Summer II Meal Options

Students can enjoy lunch only Monday – Friday in the Dining Hall.

There is no meal plan for the summer. Students can pay the lunch cost at the dining hall door.

All students must present their properly validated ID cards upon entering the Dining Hall and retail operations. All ID cards are non-transferable. For any special needs or requests, please see the Food Service Director or call ext. 5151. The food service office is located in the cafeteria in Kaufmann Hall.

The College reserves the right to increase the charge for meals at any time during the academic year to cover an increase in food prices and labor.

PAYMENT OF FEES

Payments for tuition, fees, room and board are due and payable on or before **July 31, 2014** for the Fall Semester, and **December 2, 2014** for the Spring Semester. Fall statements will be mailed by mid-July. Spring statements will be mailed by mid-November. Statements are also available on the Finance section of Wolf Den.

PAYMENT PLAN

Newberry College offers an interest-free monthly payment plan through Tuition Management Systems (TMS). Methods for payment are flexible and allow students and their families to pay a portion of their bill by check, cash, or credit card (MasterCard, Visa, Discover or American Express) to Newberry College and pay the remainder using the TMS program. TMS will accept payments for the 2014-2015 academic year beginning July 1, 2014.

TMS charges an annual enrollment fee of \$70.00 to participate in their interest-free payment plan.

Tuition Management Systems

1-888-713-7234

www.afford.com/options

Only students who have met payment requirements by the specified date will be allowed to participate in College functions.

TEXTBOOKS AND SUPPLIES

The costs of textbooks and supplies, additional fees for certain courses, and personal expenses are not included in the above charges. Books and supplies will cost an average of about \$1,600 for the year.

ADDITIONAL ACADEMIC FEES

Art

- A \$75 fee is charged to cover cost of materials for ART 101, 102, 131, 171, 181, 221, 271, 274, 321, 372, 375, 376, 421, and 422.
- A \$95 fee is charged for ART 241, 242, 342, and 343.
- A \$125 fee is charged for ART 231, 331, 431, and 432.

Biology—A \$95 fee is charged each semester for each laboratory course.

Business Administration—A \$25 fee, Comprehensive Business Exam, is required in BUA 472.

Chemistry—A \$95 fee is charged each semester for each Chemistry course except CHE 481, 482, and 495.

College Life—A \$100 course fee is charged for COL 101.

Communications —A \$75 fee is charged for COM 231, 311, 322, 323, 422, 423, 430, 431, 491, 492, and 499.

Computer Science—a \$95 fee is charged for CSC 155 and 156.

English—a \$75 fee for assessment is required in ENG 113.

Environmental Science

- A \$95 lab fee is charged for ENV 112.

Forensic Science

- A \$95 fee is charged for FSC 212.
- A \$150 fee is charged for FSC 342.

Graphic Design

- A \$95 fee is charged for GPD 161, 220, 261, 320, 361, 461, and 464.

Music—Fees for a Semester or a Summer Session:

- Private Lessons in Piano, Organ, Voice, Guitar, Bass, or Band and Orchestra Instruments: \$150 per credit hour.
- Instrumental Methods Classes (Strings, MUA 105; Brass, MUA 207; Woodwind, MUA 210; and Percussion, MUA 213): \$100 fee.
- Elementary Piano Class (MUA 101, 102): \$100 fee.
- A \$100 per-course fee in relation to Music Education for courses: MUS 102, 281, 282, 381, 471, and 472.
- A \$50 software license fee is charged for March Band Techniques (MUS 322).

Nursing—per-course fees

- A \$95 per-course fee for non-laboratory/non-clinical courses: NUR 301, 303, 320, 322, 401, and 420.
- A \$125 per-course fee for laboratory/clinical courses: NUR 311, 313, 330, 332, 411, 413, 415, 430, 432, and 434.

Physical Education

- A \$20 activity fee will be assessed for all activity courses, PHE 099-100; 102-104; 107-114; and 116; 118, and 119.
- A \$25 fee will be charged for all Fitness for Life Courses.
- A \$20 fee will be charged for PHE 117
- A 25 fee will be charged for PHE 221
- A \$100 fee is charged for PHE 244; field trip expenses
- A \$100 fee is charged as part of the Teacher Education Program fee structure in PHE 305 and PHE 440.

Physics—A \$95 fee is charged for each laboratory course.

Political Science—A \$40 fee is charged for the POS 461/462 and POS 499 courses.

Psychology—A \$30 fee is charged for the PSY 402, PSY 493/494, and PSY 495/496 courses.

Science Laboratory Fee—A \$95 fee is charged for each laboratory science.

Social Media

- A \$95 fee is charged for SOM 101, 202, 301, and 480.

Teacher Education

- A \$100 Teacher Education Program fee is charged for EDU 224, 230, 232, 300, 341, 342, 382, 455, 480, and 483.
- A \$100 Teacher Education Program fee is also charged on courses within specific licensure programs: ECE 437 and 438; EMD 436, 437, 438, and 439; ELE 457 and 448; PHE 440; MUS 102, 281, 282, 381, 471, and 472; ENG 335; HIS 335; MAT 336; and SCI 321.

Theatre

- A \$50 lab fee is charged each semester for THE 103, 203, 232, and 303.
- A \$75 fee is charged for THE 212 and 302.
- A \$75 materials fee is charged for THE 231 to cover the cost of the personal makeup kit, which is retained by the student after the course.

No course fees will be refunded after the fifth class day of each term.

OTHER FEES

Advance Deposit by New Students Each new applicant who intends to enroll pays an advance confirmation deposit of \$300. This is to secure a place in the incoming class.

Application Fee—A nonrefundable application fee of \$30 is paid by each applicant for admission. This covers part of the cost of processing the application.

Auditing Fee—All courses are available on an audit (non-credit) basis. A fee of \$50 per course is charged for individuals (except full-time students, for whom there is no charge) who wish to audit a course.

Concurrent Enrollment—High school students participating in the Concurrent Enrollment program will be charged a comprehensive fee of \$120 per semester hour.

Credit by Examination Fee (CLEP)—Students taking examinations under this program will pay \$77 for each examination.

Graduation Fee—Each candidate for graduation pays a graduation fee of \$100 during the final term of attendance.

Late Check-in—Student check-ins after the specified deadlines will incur a fee of \$100.

Late Registration Fee—Students registering after the registration date specified in the catalog pay a fee of \$75.

Life Experience Credit Fee—Students awarded college credit for Life Experience will be charged \$77 for the first credit hour, plus \$60 for each additional credit hour. The number of credit hours will be determined by each course.

Parking Permits—In order to be parked legally on property owned by Newberry College, students must purchase and correctly display a valid Newberry College parking permit.

On-campus motor vehicle regulations and fines are listed in the *Student Handbook*. Failure to comply with vehicle regulations could result in a fine for vehicle immobilization.

Resident Student Advanced Arrival—Resident students who arrive before the designated time at the opening of a term will be charged a room fee of \$25 per day. This fee does not include board costs. Residence halls will not be available for move in until 2 days prior to the normal check in and must be approved by the Dean of Student Affairs.

Returned Checks—A \$40 fee will be charged for all returned checks.

Transcripts—A student requesting an unofficial copy of his/her transcript will be charged \$1 for each copy. The first **official** transcript is furnished free of charge; \$5 is charged for each additional transcript. An additional \$2 fee is charged for faxed transcripts.

CONTRACT POLICY

No student organization or group of students or anyone from any organization or group may make contracts or other financial obligations on behalf of the College without the written approval of the Vice President of Administrative Affairs. Outside vendor solicitation is prohibited.

FINANCIAL OBLIGATIONS AND REFUNDS

Many commitments of the College are based upon the enrollment at the beginning of the year. Students are expected, therefore, to be in attendance for the entire year.

Students who withdraw may receive a partial refund. The first day of class will be used for the purpose of computation of refunds. The official date of withdrawal will be established by the Registrar according to College policy as follows:

Tuition and Lab/Course Fees—Fall and Spring Semesters

- 100% prior to the first day of class
- 75% between the first and fifth class day
- 50% between the sixth and tenth class day
- 25% between the eleventh and fifteenth class day
- No refund after the fifteenth class day

Fees—No refund on fees

Room—No refund on room charges after the first day of class

Board—50% of the unused portion at any time during the semester

Lab/Course Fees — No Lab/Course fees will be refunded after the fifth class day of each term.

May and Summer Terms—Tuition and Lab/Course Fees

- 100% prior to the first day of class
- 75% between the first and fifth day of class
- No refund after the fifth day of class

Fees — No refund on fees

Room —No refund on room charges after the first day of class

Lab/Course Fees — No Lab/Course fees will be refunded after the fifth class day of each term.

A prorated refund calculation will also apply to all financial aid awards to be refunded to granting agencies in the following order of priority as prescribed by federal law and regulation: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal PLUS Loan, Federal Perkins Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Other Title IV Aid Programs, other federal sources of aid, state, private, or institutional aid, the student.

Each federal program will be refunded as applicable in priority order before refunding the next in order. The category of state, private, and institutional aid will be refunded proportionally. The student will receive any remaining refund.

Once all adjustments have been posted to a student's account, refund checks due the student will be issued within fourteen days of the occurrence of a credit balance.

No fees or charges will be refunded to the student if the student has been suspended or expelled for disciplinary reasons.

Any full-time student who drops below twelve hours to part-time status after the last day for late registration and change of courses will be charged tuition, fees, room and board at the full-time rate.

ASSUMPTION OF RESPONSIBILITY

When students register, it signifies the assumption of definitive obligations between themselves and the College. It is an agreement by the students and their parents to fulfill the terms of registration.

Students are required to settle all financial accounts due the College before the final examination period of each semester.

All additional expenses incurred by Newberry College to collect any outstanding debt owed, including reasonable attorney and/or collection fees, will be paid by the student. Administrative holds will be placed on official transcripts, enrollment, and graduation until all outstanding indebtedness to Newberry College has been satisfied. Newberry College reserves the right to report the status of any outstanding indebtedness to Credit Reporting Agencies.

FINANCIAL AID

FINANCIAL AID

The Newberry College *Financial Aid Office*, located in the Welcome Center, assists students with the financial aid process. The financial aid staff educates students about federal, state, and institutional funds available. In addition, the Financial Aid Office determines student eligibility for grants, loans, and scholarships. To be eligible for federal or institutional aid, students must complete the Free Application for Federal Student Aid (FAFSA) on a yearly basis. Newberry College does not allow scholarships and grants to exceed the direct cost of college. Direct cost includes tuition, fees, and standard on-campus room and board.

HOW TO APPLY FOR FINANCIAL AID

1. Apply for admission to Newberry College.
2. Submit the Free Application for Federal Student Aid (FAFSA) to Federal Student Aid Programs on the web at www.fafsa.ed.gov.
3. The U.S. Department of Education selects thirty to forty percent of students at random to verify information submitted on the FAFSA. The Newberry College *Financial Aid Office* will notify you if you are selected for verification. At that time you will be required to complete all verification paper work the financial aid office requests in order to be eligible for financial aid.
4. South Carolina residents wishing to apply for the SC Tuition Grant (SCTG) may do so by completing a FAFSA. A separate application is not needed. Be sure to list Newberry College (Title IV, Code 003440) as first college choice in Step Six of the FAFSA. The application deadline for SCTG is June 30.
5. The **PRIORITY DEADLINES** for financial aid applications for all students are **March 15** for Fall Semester and **November 1** for Spring Semester. Students are encouraged to apply as early as possible after January 1.

IMPORTANT THINGS TO REMEMBER

1. A student must be enrolled for a minimum of twelve hours per semester to be eligible for institutional and state aid.
2. The student and parent(s) have primary responsibilities for financing the student's educational costs. The amount a family is expected to contribute depends upon such factors as income, assets, number of family members, number in college, and age of the older parent. The total cost of attendance (COA), minus the expected family contribution (EFC), represents the "Demonstrated Financial Need" of that student. The EFC is determined by applying a standardized federal formula to the information provided by the student and the parent(s) on the FAFSA. The College's financial aid program is designed to supplement the family's own resources where a demonstrated need exists.
3. Financial aid awards are made on a funds-available, first-come-first-served basis, and only after all the applicable materials, listed in "How to Apply for Financial Aid" document, have been received.
4. **Awards should be accepted online within two weeks of receipt of the Financial Aid Award Letter in order for the award to remain valid.**
5. Application for financial aid must be repeated for each year of attendance at Newberry College.
6. In subsequent years the amount of aid may be increased, continued, or decreased, according to the conditions existing at the time of application.
7. Federal Perkins Loan paperwork will be completed with the Accounting Office at the beginning of each semester.
8. For Federal Direct Loans, all first-time borrowers are required to complete an entrance interview.
9. Newberry College is required to adjust aid to correspond to changes in the academic or financial status of the recipient.
10. Students are **not** eligible for institutional student aid while being charged a reduced rate (example: Part Time or *fastFORWARD*).
11. Students are eligible for eight semesters of institutional aid and are responsible for meeting the conditions outlined in this catalog under "Satisfactory Academic Progress (SAP)."
12. Students must notify the Financial Aid Office of the details of any local scholarships received.
13. Students are awarded based on the assumption that they will be living on campus. If a student decides to live off-campus, for any reason, the student's financial aid package may be reduced.
14. A U.S. citizen or national, a permanent resident of the U.S., certain residents of the Pacific Islands, and other eligible non-citizens (with an I-151, I-551, I-94, or I-688) may be eligible for some forms of federal aid and/or for state aid. Documentation in addition to that indicated in the section "How to Apply for Financial Aid" may be required.
15. Once a student completes the requirements for an undergraduate degree (as defined in Federal regulations), the student is no longer eligible to receive Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, or South Carolina Tuition Grant, or Institutional Aid.
16. A student pursuing an additional undergraduate degree may be eligible for Federal Work Study, Federal Perkins Loans, or Federal Direct Loans.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students enrolled in a degree program at Newberry College must meet Satisfactory Academic Progress (SAP) standards in order to be eligible for any type of financial aid. The following are the minimum standards for Federal

financial aid eligibility (including grants and loans). Many State and Institutional scholarships will have higher eligibility requirements than those set forth by these standards.

In order to meet Satisfactory Academic Progress, a student will be evaluated on three criteria: *Quality* (i.e., cumulative grade point average or GPA), *Quantity* (hours attempted and earned), and *Maximum Time Frame*. A student must meet all three criteria in order to be in compliance with SAP.

Qualitative Evaluation

A student must earn a minimum cumulative GPA as follows, depending on the number of credit hours attempted in college coursework:

<u>Credit Hours Attempted</u>	<u>Cumulative GPA</u>
0-23.....	1.50
24-55	1.75
56 or more	2.00

Furthermore, a student must be enrolled in twelve (12) semester hours during an academic semester (fall or spring) to be considered a full-time student. Students enrolled in eleven (11) or fewer credit hours during a semester are not eligible for Newberry College Grants, Newberry College Scholarships or the State Grants and Scholarships.

Quantitative Evaluation

Students must earn college credit in a minimum of 75% of the classes in which they enroll. This percentage is calculated by dividing the number of credit hours earned by the number of credit hours attempted. Attempted hours include those for degree-related courses, remedial courses, withdrawals, repeated course, and failed courses. All transfer hours accepted by Newberry College will be counted in calculations for both earned and attempted hours. Courses that are dropped within the regular ADD/DROP period (as published in the College’s catalog and course schedule) are not included on a student’s transcript and will not be counted in the hours attempted.

Time Frame Evaluation

The time frame evaluation limits the length of time that a student can receive federal student aid. A student will not be permitted to receive Federal aid after exceeding 150% of the average length of his or her degree program. For example, here is a calculation for “time frame evaluation” on a standard undergraduate degree program that requires 126 credit hrs to complete: $126 \text{ credit hrs times } (x) 150\% = 189 \text{ attempted hrs}$.

A student who exceeds the maximum time frame for his or her degree program will not be eligible for federal aid. This standard applies to all undergraduate candidates including second-degree students. A student who changes his or her academic major (or program) will not have credit hours related to the original major counted in the base of credit hours for this calculation. A student will be allowed one “reset” based on a change of academic major. The maximum time frame may be adjusted by the College upon receipt of a student’s appeal.

Review of SAP

The academic records of all students receiving financial aid will be reviewed for SAP at the end of each academic term (fall, spring and summer). Students will be notified at the end of the each term whether or not they meet SAP; those not meeting SAP will be given a financial aid warning. During the warning period a student will continue to receive financial aid. If a student fails to meet SAP by the end of the warning period, he or she will not be allowed to receive financial aid until all SAP criteria have been met. Students with unusual circumstances (e.g., death in the family, illness, or other circumstances beyond their control) may appeal to reinstate their Financial Aid. Students may appeal the reduction or cancellation of their Financial Aid by completing and submitting the Financial Aid Appeal form and supporting documentation to the Director of Financial Aid.

If a student has a successful appeal, he or she will be placed on probation and will be allowed to receive financial aid for one semester only. A student who meets all requirements by the end of the probationary term will be removed from probation. A student who is not meeting SAP requirements by the end of the probationary period will no longer be allowed to receive financial aid.

OR

A student with a successful appeal may be placed on an Academic Plan. This plan must be agreed to and signed by the student, his or her academic advisor, and the Director of Financial Aid. A student who is placed on an academic plan must adhere to the requirements set forth in the plan. Failing to meet requirements will result in a loss of financial aid.

When a student who has been dismissed for academic reasons is readmitted, the student will not be eligible for financial aid. However, the student may engage in the appeal process if specific extenuating circumstances affected his or her previous academic performance.

A student who appeals and is denied will not be eligible for Federal Aid until minimum requirements are met.

CERTIFICATION OF REGISTRATION WITH THE SELECTIVE SERVICE COMMISSION

All male students between the ages of eighteen (18) and twenty-five (25) must register with Selective Service in order to be eligible to receive federal aid.

STUDENT FINANCIAL AID PROGRAMS

Newberry College offers eligible students Federal, State, and Institutional Financial Aid. Financial Aid consists of need-based grants, merit scholarships, and low interest loans. Both need-based grants and merit scholarships are free money to the student. This money does not have to be paid back. Federal Student Loans are made available by the Federal Government at reduced interest rates to assist students in meeting the costs of college. Student loans must be repaid.

FEDERAL PROGRAMS

Federal Pell Grant—A federal grant for which all students may apply by completing the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. Awards are based on demonstrated financial need, as determined by the federal need analysis formula.

Federal Perkins Loan —A long-term, low interest loan made available to students with exceptional need. No interest during enrollment; five percent interest during repayment; nine-month grace period before repayment begins; and after the student ceases at least half-time enrollment. Promissory Note signed with the Accounting Office at beginning of each semester.

Federal Supplemental Educational Opportunity Grant (SEOG)—A grant available on a limited basis to students with exceptional need.

Federal Direct Subsidized Loan—A long-term, low-interest loan no interest during enrollment; a six-month grace period before repayment begins; and after the student ceases at least half-time enrollment. First time borrowers must complete a Entrance Interview and a Master Promissory Note.

Federal Direct Unsubsidized Loan—A long-term, low-interest loan interest charged during enrollment; and during the six-month grace period before repayment begins and after the student ceases at least half-time enrollment. First time borrowers must complete an Entrance Interview and a Master Promissory Note.

Federal Parent Loan for Undergraduate Study (PLUS)—A long-term, low interest loan to assist parents in financing the family contribution toward the student's educational expenses. Parents of dependent undergraduate students may borrow up to the difference between the annual Cost of Attendance and the total student aid received. Loan approval is based upon the ability to repay and credit-worthiness.

Federal Work-Study—A need-based employment opportunity for students. Federal Work Study eligibility will be determined in the Financial Aid Office. Federal Work-Study wages are paid directly to the student by check on a monthly basis for work performed. To be eligible and retain Federal Work-Study, students must maintain a G.P.A. of 2.0.

Veterans Benefits—Veterans, widows of veterans, and children of deceased or disabled veterans may be eligible. For information contact: Veterans Administration Office.

STATE PROGRAMS

South Carolina Tuition Grant (SCTG)—All South Carolina residents may apply for the SCTG by submitting the FAFSA or Renewal FAFSA **no later than June 30**. Students who complete their FAFSA after June 30 will not be eligible for the South Carolina Tuition Grant.

South Carolina LIFE Scholarship—A \$5,000 scholarship available to students who achieve two of the following criteria: 1100 SAT score on the critical reading and math portions (ACT 24 score), 3.0 high school grade-point average (GPA), and top thirty percent of high school graduating class. Upper-class students must earn an average of thirty non-remedial semester hours per academic year and maintain a 3.0 GPA. Semester hours and grade points earned in developmental courses will not fulfill the requirements for the LIFE scholarship. Students are also required to attempt at least 12 non-remedial hours each semester in order to receive the LIFE Scholarship.

South Carolina HOPE Scholarship—A \$2,800 scholarship available for one year only to students who achieve a 3.0 high school grade-point average (GPA) but do not qualify for the LIFE Scholarship. Students are also required to attempt at least 12 non-remedial hours each semester in order to receive the HOPE Scholarship.

Vocational Rehabilitation Benefits—Students with disabilities classified as vocational handicaps may be eligible. For information contact: State Department of Vocational Rehabilitation.

INSTITUTIONAL PROGRAMS

Newberry College contributes a significant amount of resources to recruit and retain outstanding students. Newberry College offers Institutional Scholarships in the following four categories:

- 1. Academic Awards** are those given to students in recognition of their scholastic abilities.
- 2. Athletic Awards** are those given to student-athletes in recognition of their athletic abilities.
- 3. Need based financial aid**
- 4. Residential Assistant Room and Board** is given to students who are current residential assistants. Student Services selects all residential assistants.

SCHOLARSHIPS AWARDED THROUGH THE ALUMNI ASSOCIATION

Alumni and friends have contributed funds to ensure future students enrolling at Newberry College receive financial aid. Funds from the Alumni Endowed Scholarship and from funds contributed by classes of 1928, 1929, 1930, 1931, 1933, 1937, 1940, 1941, 1942, 1943, 1944, 1945, and 1989 help provide scholarship support. Using these funds, the Alumni Association Board of Managers, in consultation with the Financial Aid Office, selects recipients from applications received.

In general, the Alumni Association awards two scholarships each year to entering students. Students receiving these scholarships may apply for their renewal as long as the established criteria are met. The deadline for a new application is March 15 and the deadline for renewal applications is March 1. The application form for new applications is on the Newberry College Web site at www.newberry.edu or available on request from the Alumni Office. Renewal applications for the next academic year will be sent to students during the second semester and are available from the Alumni Office.

In addition to the general scholarships, the Alumni Association also identifies recipients for these scholarships, which follow similar guidelines and criteria (e.g., 3.0 GPA):

- Ellen Wingard Cobb Scholarship
- Alumni Endowed Scholarship
- Greenwood Area Scholarship (top fifty percent of class)
- Greenville Area Scholarship
- African American Alumni Scholarship

OFF-CAMPUS EMPLOYMENT

A limited number of off-campus employment possibilities are available in the Newberry area. For information about part-time jobs off-campus, contact *Career Services* in the Center for Student Success

STUDENT SERVICES

Newberry College provides academic and student services through the Office of Student Affairs in the following areas:

- Freshman Advising
- New Student Orientation
- Tutoring
- Disability Services
- Career Services
- Diversity Support
- International Student Support
- New Student Mentoring
- Campus Ministries
- Academic Coaching
- Student Engagement and Student Government
- Greek Life
- Counseling Services
- Student Health
- Residence Life
- Postal Services
- Security

For more information about these services please reference the *Newberry College Student Handbook* found on the Newberry College website or under the Student Services tab in Wolf Den.

ACADEMIC INTEGRITY

POLICIES AND PROCEDURES GOVERNING ISSUES OF ACADEMIC INTEGRITY

GENERAL PROVISIONS AND DEFINITIONS

The Newberrian Creed (see Page 5) is a code of honor that applies to all students of Newberry College and expects ethical behavior in all academic and social life. The Office of Academic Affairs is the academic arm of the College that investigates alleged academic violations of the Creed and sets policy regarding incidents involving academic integrity.

A “**Student**” is defined as any person who is admitted, enrolled or registered for study at Newberry College for any academic period. A person shall also be considered a student when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, orientation, placement testing, and residence hall check-in.

An “**Instructor of Record**” is defined as the person officially responsible for the evaluation of academic performance in a course or educational program of the College.

“**Dean**” is defined as the Dean of the College charged with overseeing the academic program.

The “**Office of Academic Affairs**” is responsible for considering all complaints of academic misconduct or allegations of anyone violating the Creed.

An “**Academic Integrity Committee**” is defined as the group of faculty and students who hear cases of alleged academic violations of the Newberrian Creed, and is composed of faculty members and students as designated by the Dean of the College. Faculty members are appointed annually by the Dean, and student members are appointed by the Dean of the College. This committee consists of three faculty members, two undergraduate students. (*Newberry College Faculty Policies Manual*)

“**Faculty Council**” is an elected body of faculty that will consider appeals cases decided by the Academic Integrity Committee when any party to the case formally appeals on grounds set forth in the College’s Academic Disciplinary Procedures.

An “**Academic Program**” is defined as any undergraduate course, independent study or research for academic credit, internship, externship, clinical program, practicum, field placement, or other form of study or work offered in furtherance of the academic mission of the College. Academic work includes an work performed or assigned to the be performed in connection with any academic program.

The Creed is intended to prohibit all forms of academic dishonesty and should therefore be interpreted broadly toward that end. The following examples illustrate conduct that violated this Creed, but this list is not intended to be an exhaustive compilation of conduct prohibited by the Creed:

- Cheating, i.e., giving or receiving unauthorized assistance, or attempting to give or receive such assistance, in connection with the performance of any academic work.
- Unauthorized use of materials or information of any type or the unauthorized use of any electronic or mechanical device in connection with the completion of any academic work.
- Access to the contents of any test or examination or the purchase, sale, theft of any test or examination prior to its administration.
- Plagiarism, i.e., use of another person’s work of ideas without proper acknowledgement of source. intentional omission of material fact, so as to mislead any person in connection with any academic work (including, without limitation, the scheduling, completion, performance, or submission of any such work).
- Offering or giving any favor or thing of value for the purpose of influencing improperly a grade or other evaluation of a student in an academic program.
- Conduct intended to interfere with an instructor’s ability to evaluate accurately a student’s competency or performance in an academic program.

Whenever a student is uncertain as to whether conduct would violate the creed, it is the responsibility of the student to seek clarification from the appropriate faculty member or instructor of record prior to engaging in such conduct.

STUDENT'S RIGHTS IN THE ACADEMIC INTEGRITY PROCESS:

1.1 The following provisions apply to participants in all hearing processes conducted by the College or conducted by the College's delegated authority.

1.1.1 Each individual charged with Creed violations has the following rights that are protected throughout the hearing process.

1.1.1.1 The right to be notified in writing of the charges against him/her with sufficient time to prepare for a hearing. In the event that additional charges are brought forward, a further written notice, must be forwarded to the student.

1.1.1.2. The right to be notified of the date, time, and place of formal hearings at least five (5) College business days prior to the hearing.

1.1.1.3. The right to know the nature and source of the evidence used in a hearing process. This includes the right upon the student's request to review all documents and exhibits to be introduced at a hearing as well as a list of witnesses asked to testify at the hearing.

1.1.1.4. The right to present evidence on his or her own behalf. A person's knowledge or intent may be inferred from the circumstances of an alleged violation.

1.1.1.5. The right to refuse to answer any questions or to make a statement. However, the hearing authority may draw inferences from this refusal.

1.1.1.6. The right to question witnesses. The Committee may rule on the relevance of these questions.

1.1.1.7. The right to be accompanied by an advisor throughout the hearing process. The advisor, with the written permission of the charged student, may:

- advise the charged regarding preparation for the hearing;
- accompany the charged to all proceedings

NOTE: Advisors are not permitted to participate directly in the hearing process or to speak for the charged student. Advisors must be members of the Newberry College community. At no point, are outside the community advisors, including attorney's, allowed to participate in the process.

2.1 Procedures for Resolution of Allegations of Violations of the Newberrian Creed:

2.1.1. Academic Resolution.

- When an instructor of record suspects a student has violated the Newberrian Creed, the instructor must notify the student in writing of his/her suspicion within 10 days of discovery.
 - The instructor shall set up a meeting with the student to resolve the issue as quickly as possible.
 - The instructor will make inquiry of the Office of Academic Affairs concerning any other possible violations of academic integrity.
- The student should meet with the instructor of record to discuss the possible academic integrity violation.
 - The instructor should have a faculty witness of the conversation
 - The student may have a witness of the conversation if they desire.
- If the student accepts responsibility, the instructor of record will impose one of the following academic penalties.
 - Enter a letter grade of "F" for the assignment (first offense only); complete the Academic Integrity Violation Form and return it to the Office of Academic Affairs.
 - Enter a letter grade of "F" for the course (for second offenses or particularly egregious offenses); complete the Academic Integrity Violation Form and return it to the Office of Academic Affairs; recommend to the Dean that a Non-Academic Sanction be levied.

- If the student does not accept responsibility, or fails to show up for the meeting with the instructor of record, then based on the preponderance of evidence, the instructor of record will determine the academic penalty and follow the steps above.
 - The student retains the right to appeal the sanction imposed by the instructor, through the Office of Academic Affairs.

2.1.2. **Non-Academic Resolution.** A non-academic resolution is the disciplinary punishment imposed by the college, which may be in addition to any grade penalty.

- All allegations must be referred to the Office of Academic affairs.
- The instructor of record may make a **recommendation** to the Office of Academic Affairs regarding **non-academic sanctions** (see Section 5).
- The student will have the opportunity to meet with the Dean (or designee) to determine the nature of the recommended non- academic penalty, if any.
- At the conclusion of the meeting between the charged student and the Dean (or designee), the Dean (or designee) will choose one of the following options:
 - to dismiss the charges if they are unsupported by evidence, OR
 - to recommend one of the options below to resolve the charges.
 - If a charge is warranted, the Office of Academic Affairs will send written notification to the charged student indicating what sections of the Newberrian Creed were allegedly violated.

If the charged student fails to meet with the Dean, a hold may be placed on the student’s registration preventing him/her from registering for future classes until the matter is resolved. Any student who has an outstanding allegation of Creed violation cannot graduate until the matter has been resolved.

OPTIONS AND RESOLUTION PROCEDURES FOR ALLEGATIONS OF VIOLATIONS OF THE NEWBERRIAN CREED

Students who have violated the Newberrian Creed are subject to both academic and non-academic penalties.

3.1 Outcomes of the initial meeting with the student. When the Dean (or designee), meets initially with a student regarding an allegation of a violation of the Creed, there are four possible outcomes of that meeting:

- Student does not contest the allegation(s) or sanctions.
- Student does not contest the allegation(s), but contests the sanctions. If a student only contests the sanctions of a Creed violation, please see section 3.2 for procedures for resolution.
- Student contests allegations. If a student contests the allegation(s), please see section 3.2 for procedures for resolution.
- Allegation is dismissed by the Dean.

3.2 Academic Integrity Committee Hearing -

A case can be referred to the Academic Integrity Committee for one of two reasons:

- There is a material question of fact that cannot be resolved by the Dean of the College or his/her designee.
- The charged student may appeal (see section 7). The charged student must be informed that sanctions can increase.

Within five (5) business days of the hearing, barring special circumstances requiring an extension of this time limit, the Academic Integrity Committee or designee will send the charged student a letter, via campus mailbox, which indicates the findings of “Responsible” or “Not Responsible” for the charges and any sanctions imposed.

NOTE: Should a charged student fail to appear for an Academic Integrity Committee Hearing, that student will be considered to have waived his/her right to represent themselves in the hearing and a decision will be made in their absence.

Composition of Academic Integrity Committee

4.1 The Dean of the College annually appoints three (3) faculty and two (2) students to comprise the Academic Integrity Committee. One of the three (3) serving faculty members shall serve as chair of the Committee and shall vote only in cases of a tie.

A quorum of the members of the Academic Integrity Committee is required for a judicial proceeding to take place and for the actions of that body to be authoritative and binding. A quorum of this body consists of a minimum of two (2) faculty and one (1) student.

FINDINGS

5.1 The outcome of an Academic Integrity Committee hearing will be one of the following:

- **Responsible:** The Academic Integrity Committee or Dean determined beyond a preponderance of the evidence (“...more likely than not :) that a violation of the Creed occurred.
- **Not Responsible:** Insufficient evidence exists to warrant a responsible finding.

SANCTIONS

6.1 The scholastic evaluation of all academic work remains within the purview of the instructor of record.

However, an instructor of record who issues an academic penalty when an informal administrative hearing or Academic Integrity Committee hearing issues a finding of “not responsible: should be aware that such penalty may be subject to the College grievance policy. All academic penalties are separate from, but may be taken into account in determining non-academic sanctions.

6.2 The Academic Integrity Committee serves as the final authority for the imposition of sanctions for violations of the Creed. The following sanctions may be imposed upon a student found to have violated the Creed:

- **Expulsion from the College.** Expulsion is permanent dismissal from the College and can only be imposed by the Academic Integrity Committee. The student must leave the college within 24 hours of notification of the final decision. An expelled student is not allowed on College property without prior approval of the Academic Dean (or Dean of Students). An expulsion is noted on the student’s official transcript and a copy of the letter stating the penalty will be forwarded to the student’s parents or legal guardians if a waiver has been signed.
- **Suspension.** The student’s registration shall be terminated for a period of time specified by the Academic Integrity Committee. A suspended student may not attend classes, live in College housing facilities, eat in the cafeteria, be on College property, or attend College-related activities. A suspension is noted on the student’s official transcript and a copy of the letter stating the penalty will be forwarded to the student’s parents or legal guardians if a waiver has been signed. At the end of the suspension period, a student may reapply for admission to the Office of Admissions. The Academic Appeals Committee will act on the application and has the right to impose provisions on the student’s admission. Readmission is not guaranteed. If readmission occurs, the student will be informed by the Executive Vice President for Academic Affairs
- **Probation.** A period of review and observation as specified by the Academic Dean, during which a student is under an official warning that subsequent violations of the Creed are likely to result in a more severe sanction including suspension or expulsion from the College. During this time, the student shall not represent the College as an official delegate, representative, athlete, or performer, and she/he may not hold any elected office or committee chairmanship in College groups of any kind. A copy of the letter stating the penalty will be forwarded to the student’s parents or legal guardians if a waiver has been signed. The letter of warning becomes a permanent record in the student’s Academic File.
- **A Letter of Warning (first offense only).** A letter of warning indicates that any additional violations may result in immediate suspension from the College. A copy of the letter stating the penalty will be forwarded to the student’s parents or legal guardians if a waiver has been signed. The letter of warning becomes a permanent record in the student’s Academic File.
- **A combination of the above sanctions.**
- **Any sanction deemed appropriate by the Committee, including educational sanctions.**

APPEALS

7.1 All sanctions determined by the Academic Integrity Committee shall remain in place during the appeals process. All exceptions to this policy shall be at the discretion of the Dean or his/her designee.

Grounds for Appeal. The charged student may appeal the decision Academic Integrity Committee to the Faculty Council on any or all of the following grounds:

- That deviations from procedural rules had *significantly prejudiced* the findings of the College Committee;
- That there is new evidence, which was not available at the time of the hearing and which would *significantly impact* the finding of the original hearing.
- That the sanctions are inappropriate or too harsh.

Notice of Appeal. A student appealing the finding of the Academic Integrity Committee must notify the Office of Academic Affairs in writing no later than five (5) business days after the receipt of the letter indicating the findings of the Academic Integrity Committee. The student should set forth the specific ground(s) of the appeal. The Office of Academic Affairs will notify all relevant parties, including the Chair of the Faculty Council, regarding the appeal within five (5) business days and will compose a response memorandum.

Consideration of Appeal. Faculty Council shall meet to consider the matter of appeal within fifteen (15) business days of receiving the appeal. Faculty Council shall issue a written decision that either:

- The decision of the Academic Integrity Committee has been affirmed in its entirety; or
- The case is remanded to the Academic Integrity Committee with a clear statement of specific reasons for further proceedings and with directives to attend to procedural errors or new evidence.

The Chair of the Faculty Council, or his/her designee, shall send copies of the written decision to the appealing student and the Office of Academic Affairs within five (5) business days (barring exigent circumstances) of the Council meeting. The Office of Academic Affairs will forward copies to the appropriate parties within five (5) business days (barring exigent circumstances).

PROCEDURES FOR ACADEMIC INTEGRITY COMMITTEE HEARINGS

8.1 When a case is referred to the Academic Integrity Committee for a hearing, the Office of Academic Affairs shall set a date and a location for the hearing and notify the charged student, the Committee, and relevant witnesses and participants.

8.2 Rules Governing Committee Hearings

8.2.1 Hearings shall be considered closed and confidential and are subject to FERPA regulations. All statements, information, or comments given during hearings shall be held in strictest confidence by Committee members, College staff, witnesses, advisors, and observers before, during, and after deliberation in keeping with relevant law and policy. The Office of Academic Affairs will record the hearing. The recording remains the sole property of Newberry College.

8.2.2 If any material facts are in dispute, relevant testimony of witnesses and other evidence shall be heard. The Dean, or designee and the Academic Integrity Committee may call and question witnesses. Character witnesses and/or testimony of character not directly relevant to the incident are not permitted.

8.2.3 A student charged with a violation of the Creed is responsible for presenting his/her own case.

- Students may have an advisor, approved by the Dean, who is a member of the Newberry College community.
- Students may not have advisors who are not members of the Newberry College community.
- Advisors cannot speak to the Committee or participate beyond advising the student in a quiet and dignified manner.
- Advisors or students who are disruptive, in the opinion of the Committee Chair, will be asked to leave and the hearing will proceed without their being present.

8.2.4 The Chair of the Committee, with the assistance of the Dean, or designee, will exercise control over the hearing to avoid needless consumption of time through repetition of information and/or to prevent the harassment or intimidation of participants. Any member of the Committee may require the Committee to go into private session to discuss and decide a matter by majority vote. The Chair can recess the hearing at any time. The Chair of the Committee shall ensure that all procedures are appropriately followed.

8.2.5 The charged student, and the Committee members shall have the right, within reasonable time limits set by the Chair, to present questions for witnesses who testify orally.

8.2.6 All hearings shall be conducted in an informal manner, and technical rules of evidence will not be applied. Witnesses (except for the charged student) shall be present during a hearing only during the time they are testifying.

8.2.7 The charged student

- shall have access to examine any evidence and has a right to review documentary evidence at least three (3) days before the hearing, barring exigent circumstances. The student must view the evidence in the Office of Academic Affairs.
- shall provide the Office of Academic Affairs with copies of relative evidence, statements, and a list of witnesses no less than three (3) days prior to the date of the hearing. A statement summarizing the relevant testimony of all witnesses must accompany the witness list.
- The Office of Academic Affairs reserves the right to limit the witness list. The Office of Academic Affairs reserves the right to prohibit the presentation of any witness testimony not submitted within these guidelines.

8.2.8 If the charged student fails to attend the committee hearing, the Committee will proceed with the hearing without the student's participation.

8.2.9 A tape recording of the hearing shall be kept by the Office of Academic Affairs until any appeal has been concluded, or ninety (90) days from the date of the hearing, whichever is longer. No typed record shall be required. The tape recording is the sole property of Newberry College.

8.2.10 The charged student may request a duplicate copy of the recording at his/her own expense within a period of ninety (90) days from the date of the hearing.

8.2.11 After all information has been presented, the Committee shall meet in private to deliberate the case and reach its decision regarding responsibility. Decisions of the Committee must be by majority vote. If the student is found "Responsible" of violating the Creed, the Committee will hear any information concerning any past infractions by the student, which will be provided by the Dean. The Committee will then deliberate in private to determine appropriate sanctions.

8.2.12 The Dean shall be responsible for forwarding the decision of the Academic Integrity Committee to the charged student in writing. The letter from the Academic Integrity Committee shall consist of:

1. Findings of the College Committee;
2. Sanction(s);
3. Statement regarding the right to appeal and the appeal procedures.

RETENTION OF RECORDS

9.1 Records pertaining to violations of the Creed will be retained by the Office of Academic Affairs and the Registrar. Should the Office of Student Affairs conduct an investigation into non-academic behavioral misconduct, decisions of the Academic Integrity Committee or the Dean concerning violations of the Creed will be shared.

9.2 Records of violations of the Creed will be kept in the same manner as academic records retained by the Registrar.

9.3 Disciplinary records are kept confidential to the extent permitted by law.

9.3.1. Records of disciplinary actions resulting in a finding of "not responsible" will be removed from the student's file in the Office of Academic Affairs and the Registrar's office.

9.3.2. Records of disciplinary actions resulting in a finding of “responsible” and sanctions other than suspension or expulsion are maintained by the Office of Academic Affairs and the Registrar’s office for five years following the date the finding is made at which time they are destroyed.

9.3.3. Records of disciplinary actions resulting in a finding of “responsible” and a sanction of suspension or expulsion are maintained by the Office of Academic Affairs and the Registrar’s office in perpetuity. A notation of suspension or expulsion is reflected on the student’s official College academic record (transcript) maintained by the Office of the Registrar.

9.3.4. A request to expunge a record may be made to the Dean of the College, with a right to appeal to the President, during the last semester of a student’s attendance before graduation.

9.3.5. Records of disciplinary actions resulting in a sanction of suspension or expulsion cannot be expunged.

9.3.6. Academic credits earned elsewhere during a period of suspension will **not** be accepted in transfer. Incomplete grades may not be removed during periods of suspension.

ACADEMIC REGULATIONS

CLASS SCHEDULE

Classes are scheduled to meet a minimum of 700 minutes for each semester hour of credit. (See page 10 for regular Monday-Wednesday-Friday schedules and regular Tuesday-Thursday schedules as well as the Friday Convocation Schedule for special occasions.)

CREDIT HOURS

The semester hour is the basis of all credits. Generally, for each 50-minute segment that a class meets each week, one credit hour is awarded. Therefore, for example, a class that meets 50 minutes three days a week (e.g., Monday-Wednesday-Friday) would be worth three semester credit hours. Science courses and other classes that require a laboratory period generally count for four (4) semester credit hours. One class hour or one laboratory period or one half-hour of private instruction in applied music courses each week for one semester constitute a semester hour. Classes are scheduled to meet a minimum of 700 minutes for each semester hour of credit. For most majors, a minimum of 126 credit hours is required for graduation. Due to the nature of the specific course of study, however, some majors require additional hours.

COURSE TYPES: DEFINITIONS AND REQUIREMENTS

Traditional face-to-face courses are taught in a physical classroom and on a designated time/day schedule and have an online classroom component via Wolf Den to use for grades, attendance, and additional resources such as the course syllabus, posted assignments and additional material determined by faculty.

Web-enhanced courses have reduced seat time, meaning that the course will not meet in a face-to-face equivalent of one hour a week for each credit hour or laboratory period or one half-hour for private applied music courses. To compensate for the reduced seat time, students study and respond to assignments posted on the Learning Management System (LMS) within Wolf Den. The reduced seat time is minimal, so students will do more coursework in a traditional face-to-face classroom with some work online, as designated in the course syllabus.

Blended courses have significantly reduced seat time, amounting to at least 50% and not more than 75% of the course time being virtual. As a result, students have considerable work online that may include *synchronous or **asynchronous activities. The in-class time could be minimal or fairly significant, but online instruction plays an important role in these courses. For example, a blended science class could have all lecture-related materials online with the science labs constituting the only physical face-to-face seat time.

*Synchronous: Web-based instruction in which communication is simultaneous. Examples include chat rooms, two-way interactive voice and/or video chat (SKYPE, Go-to meeting, Adobe Connect, Wimba, etc.).

**Asynchronous: Web-based instruction in which the communication does not take place at the same time, such as email, course messaging, discussion forums, archived videos, and other online classroom activities.

Time/Session Equivalents:

Course Schedule	25% of 2100 min. (Face to Face)	Hours	Number of Class Sessions
3 class times/ week	525 min.	9 (8.75) hours	10.5
2 class times/ week	525 min.	9 (8.75) hours	7

Online courses have almost all online instruction (25% or less time in a face-to-face environment). These courses can meet face-to-face during the semester, but are generally limited to only two meetings a semester. Students must be self-motivated and competent in using technology in order to be successful in online courses.

COURSE LOAD

For purposes of housing and financial aid requirements, students must be enrolled in a *minimum* of twelve credit (12) hours each semester in order to be considered full-time. Generally, fifteen (15) to seventeen (17) semester hours constitutes a normal semester load, although students may enroll in as many as eighteen (18) hours without additional tuition or special permission. Students who desire to register for more than eighteen (18) hours, however, are required to secure the written authorization of the Vice President for Academic Affairs. Except for Summerland Honors Students, who may enroll in as many as twenty-one (21) semester hours at no additional charge, students enrolled in overload hours will be charged for each additional hour above eighteen (18). Generally, students seeking permission for overload credits must possess a cumulative grade-point average (GPA) of 3.0 or higher.

Most courses give three semester hours credit and meet for forty-one (41) - fifty (50)-minute classes or twenty-eight (28) - seventy-five (75) minute classes plus a final examination. During the summer sessions, three-semester-hour classes meet for **one hundred and twenty-five (125) minutes** for eighteen (18) class days.

GRADING SYSTEM

The grade-point average (GPA) is based on grade points earned at Newberry College and semester hours attempted (excluding courses with grades of “Withdrew Not Failing” (W), “Pass” (P), “Failure for Excessive Absences (FA),” “Satisfactory” (S), “Incomplete” (I), “Unsatisfactory” (U), “No Credit” (NC), and “No Grade Reported” (NR), and excluding courses that may not be applied to the baccalaureate degree). Grades transferred from other institutions will not be used to compute the GPA.

For each semester hour attempted, grade points are awarded for the grades as follows:

<u>Grade</u>	<u>Grade Points</u>	
A	4.0	Excellent
B+	3.5	Very good
B	3.0	Good
C+	2.5	Above average
C	2.0	Average
D+	1.5	Below average
D	1.0	Passing
F or	0.0	Failing
P or	0.0	Passing with the equivalent of a “C” grade or better
FA	0.0	Failing for Excessive Absences

The following symbols are also used:

W	Withdrew; Not Failing	NC	No Credit
I	Incomplete	NR	No Grade

The grade of Incomplete (i.e., “I”), is to be given to a student only in extenuating circumstances. Students receiving an Incomplete (“I”) have until Reading Day of the following semester to complete and fulfill the unmet requirements and replace the “I” with the letter grade earned; failure to do so will result in the “I” converting to an “F”. The grade-point average will be adjusted to include the grade awarded.

Semester grades are based on daily class or laboratory work, tests, and other work, and the final examination. Written examinations are required in all subjects at the end of each semester, except in certain laboratory or practical courses.

A complete report of all earned grades and credits will be sent by the Registrar to the parent or other party officially designated by the student when all financial obligations are met. The report may also state other facts concerning the student’s academic standing. The purpose of this report is not only to inform the parents, but to secure the cooperation of all who have an interest in encouraging the student to attain his or her highest possible academic achievement.

The end-of-term report is supplemented by an unofficial mid-semester grade report. At mid-semester, instructors review and report the progress of each of their students, assigning them letter grades. Mid- semester grade reports will be available to students; mid-semester grade reports will also be sent to parents of students who have so designated that stipulation.

CLASS ATTENDANCE

Newberry College expects students to attend all classes for which they are enrolled. Professors may establish specific attendance policies governing their classes and will provide them to their students at the beginning of each term.

(Please refer to the Newberry College *Student Handbook* for additional information.)

FINAL EXAMINATIONS

Students who fail to appear for a scheduled final examination without a satisfactory excuse will receive the grade of “F” in the course. Excuses for examination absences must be presented to the professor in-charge within twenty-four hours of the absence. The grade received regarding that course shall be “Incomplete” until a make-up examination has been taken.

Students must take final examinations in the class sections in which they are enrolled; they will not be permitted to change sections for examinations without the prior approval of the professor and the Vice President for Academic Affairs.

No final examination in any course shall be given in advance of the scheduled date for the examination.

At the discretion of the professors, only candidates for degrees with an average of “B” or higher in a course during their final semester or final summer term or terms before completing work for a degree may be exempted from the final examination in that course and awarded grades they have maintained through the last class period.

To be eligible for graduation, formal application for a degree must be on file in the *Office of the Registrar*.

At the beginning of the semester, the professor in charge of the class will publish an official policy statement with reference to the examinations exemption.

DECLARING A MAJOR

In order to earn a baccalaureate degree from Newberry College, each student must complete an approved program of study in a major field. Majors are commonly taken in a single discipline along with courses in related fields. Some majors are interdisciplinary. A major consists of at least 30 semester hours in the designated discipline. Some majors require over sixty hours of required course work related to the course of study. It is possible to major in more than one subject area within either the B.A. or B.S. degree.

A student may also double major across degree fields, but will be awarded only one degree (B.S., B.A., B.M., or B.M.E. degree) with the transcript reflecting the two majors completed. Students may earn a second or additional degree by completing at least 30 semester hours credit beyond the previous degree. Students are encouraged to begin consideration of a major early in their freshman year, especially if they anticipate entering a major that is highly structured with a specific sequence of courses, or a major where the number of credit hours is large. Postponement of the choice of a major beyond the sophomore year, or change of major, is likely to delay graduation beyond the normal four years. Students are urged to seek the advice of the department chair in the discipline of interest early in the first year of enrollment.

To declare a major, each student must obtain approval from the chairperson of the program of studies and file a completed, signed copy of the Degree Audit with the *Office of the Registrar*. At that point, the major chairperson, or an appointed representative, becomes the student’s advisor for the remainder of the course of study. After this formal declaration, any change requires the approval of the major chairperson.

DECLARING A MINOR

To declare a minor, each student must obtain approval from the chairperson of the program of studies and file a “Minor Form” with the Registrar.

PROMOTION REQUIREMENTS

To be eligible for promotion, a student must have earned the following minimum number of hours for each class:

Sophomore	—	Twenty-four (24) semester hours
Junior	—	Fifty-six (56) semester hours
Senior	—	Ninety-two (92) semester hours

GRADUATION REQUIREMENTS

To qualify for graduation from Newberry College, a student must do the following:

1. Successfully complete a minimum of 126 semester hours with at least a minimum grade-point average of 2.0 on degree credit hours attempted at Newberry College;

2. Complete the Core Curriculum, pages 72-75;
3. Complete all requirements for a major;
4. Attend the required number of Fine Arts and Lectures (FAL) events, page 48;
5. Complete all Communication Across the Curriculum Program (CACP) requirements [2007 Core Curriculum only] before being certified for graduation. (See Communication Across the Curriculum Program, page 47.)

A minimum grade point average of 2.0 must also be maintained on work performed in the major field and in the minor field.

A minimum of twenty-one (21) semester hours for junior college transfer students and twelve hours for senior college transfer students in the major and eight hours in the minor must be completed at Newberry College. Students must complete the last thirty-two (32) hours at Newberry College. Any and all academic appeals related to these requirements must be directed to Faculty Council via correspondence with the College Registrar or to the Vice President for Academic Affairs.

Some programs require certification through a state or national board. These programs may require additional course work and/or other scholastic achievement for certification. These programs include teacher certification.

If Core or general requirements for graduation are changed during a student's continuous enrollment at Newberry College, the student has the option of following either the requirements listed in the catalog that was in effect at the time of that student's original enrollment, or those requirements in effect in the revised catalog.

If requirements in the student's major field are changed after a Degree Audit has been filed in the *Office of the Registrar*, the student has the option of following either the requirements in effect at the time of declaring the major or the requirements in effect in the revised catalog. In the latter event, a new Degree Audit form will have to be filed.

RESIDENCE REQUIREMENTS FOR A DEGREE

To receive a degree from Newberry College, students must take the last 32 semester hours and at least 12 semester hours in the major at Newberry, except as outlined in approved joint degree programs with other institutions.

Transfer students from a senior level (four-year) college or university must earn a minimum of 12 semester hours in the major and twenty-five percent (32 semester hours) of their total credit hours at Newberry College.

COMMUNICATION ACROSS THE CURRICULUM PROGRAM [2007 Core Curriculum Requirement]

Newberry College implemented the Communication Across the Curriculum Program (CACP) approximately twenty years ago in order to foster among our students strong skills in critical thinking, communication, and written composition. In particular, the area of writing will be evaluated through procedures explained in the online *CACP Student Manual*.

Newberry College students who entered the college during the 2013-2014 academic year, and previously, are required to fulfill the following CACP requirements in order to graduate. Students entering Newberry College Fall Semester 2014 and after are exempt from CACP requirements due to changes in core curriculum. Returning Newberry College students are required to complete Level 1 through passing ENG111 with at least a "C" average, Level 2 by certifying three essays from different disciplines by the end of their sophomore year, and Level 3 requirements by certifying three essays from their major and/or minor disciplines. (See specific guidelines in the *CACP Student Manual* on the Newberry College website.)

Entering freshman students will be admitted to English 113, the first college-level writing course, on the basis of SAT/ACT verbal/writing scores, high school English course grades, and other relevant data as determined by the Department of English. Students who pass English 113 with a grade of "C" or above also pass CACP: Level 1. Students not admitted into English 113 according to the designated criteria are placed into English 099, a developmental writing course designed to help students master basic writing skills, including grammar and mechanics.

Students who transfer English 113 (or its equivalent), and who meet the other criteria designated by the Department of Humanities, pass CACP: Level 1. Those who transfer English 113 (or its equivalent) without meeting designated criteria will be required to either enroll in English 099 or work with a writing assistant in the Writing Center until a student's writing skill level meets the College standard.

Students must demonstrate Level 2 writing skills by writing—through a mentoring/revising process—three acceptable papers representing three different academic fields (e.g., History, English, and Biology).

Students usually demonstrate Level 3 writing skills by writing three acceptable papers in their major. Specific Level 3 requirements vary from department to department, so students should consult the most recent *CACP Student Manual* for specific requirements. Students with a minor can complete one Level 3 paper in the minor discipline.

Level 2 writing skills, then are demonstrated across the curriculum while Level 3 writing skills are demonstrated within the major discipline.

Teacher Education students are required to complete all CACP papers and Fine Arts and Lecture (FAL) requirements prior to internship.

Students transferring to Newberry College may meet CACP Level 2 requirements by writing one Level 2 paper (instead of the usual three) provided they meet all of the following requirements:

- The student must transfer in at least fifty-six semester hours).
- The student also must have completed ENG 111 and ENG 112 (or the equivalent) with a grade of “C” or above.

Students transferring into Newberry College must complete CACP: Level 3 requirements as defined in the online *CACP Student Manual*.

Students who enroll in Dual Degree programs with other universities and institutions must complete the following CACP requirements:

- Two years at Newberry: Level 1, three Level 2 papers, and one Level 3 paper.
- Three years at Newberry: Level 1, three Level 2 papers, and two Level 3 papers.

For additional information, consult the most recent online *CACP Student Manual*, or contact the CACP Director, Assistant Professor John Carenen, (john.carenen@newberry.edu).

COMMUNICATION ACROSS THE CURRICULUM PROGRAM REQUIREMENTS FOR GRADUATION [2007 Core Curriculum]

Students must complete CACP: Level 1, Level 2, and Level 3, according to guidelines specified in the *CACP Manual* (see http://www.newberry.edu/UserFiles/newberry/Documents/CACP_Manual_2012-2013.pdf) or in Wolf Den.

Graduating seniors MUST have all Level 2 and Level 3 CACP essays certified (edited, revised, submitted, and approved by professors) no later than **Reading Day** (the day before final exams begin) of their last semester. Students must complete CACP by the stated deadline in order to graduate on schedule.

FINE ARTS AND LECTURES (FAL) REQUIREMENT

Mission and Overview:

The mission of the Fine Arts and Lectures program is to enhance the mission of the college through co-curricular artistic and lecture activities.

Fine Arts and Lectures events shall be those co-curricular artistic activities designated by the programs of Music and Theatre, or those lecture activities such as Opening, Honors/Founders and Awards Convocations, Faculty Lecture Series, selected activities at the Newberry Opera House, or those activities determined by and announced by the Fine Arts and Lectures Committee. Events may involve student participation but must involve significant Faculty or Staff involvement, oversight or outside expertise.

Events may be proposed by any individual or organization on campus, but must be sponsored by a Newberry College Faculty or Staff member who will verify student attendance at each event, with attendance records maintained in the *Office of the Registrar*. The college will offer a minimum of eight (8) events each semester.

Students will be required to attend an average of three (3) events per semester, up to a total of twenty-four (24), as a requirement for graduation. Transfer or Dual-Degree students will be required to attend an average of three (3) events for each semester enrolled at Newberry College. Newberry FastFORWARD students are required to attend nine (9) events and should speak with the Director for specific details regarding the FAL requirements for the program.

The responsibility rests with the individual student to ensure that all requirements for graduation are met. Faculty Advisors, the *Office of Academic Affairs* and the *Office of the Registrar* will assist the student in every way possible.

Policies: Dress Code, Behavior Policy, and Enforcement

I. FAL Dress Code:

- A. The standard FAL Dress Code will be BUSINESS ATTIRE.
- B. Students must avoid wearing:
 - 1. Caps
 - 2. Athletic Uniforms and gear
 - 3. Ripped clothing
 - 4. Shower shoes/flip flops
 - 5. Pajamas
 - 6. Sweatpants
 - 7. Cut off pants
 - 8. Inappropriately revealing garments
- C. Any deviation from the standard FAL Dress Code will be published with promotional materials for that particular event.

II. Behavior Policy

- A. All students who wish to receive credit for attendance at FAL events must **adhere to the following behavior guidelines**.
 - 1. DO turn off all cell phones and other electronic devices.
 - 2. DO listen attentively.
 - 3. DO act respectfully.
 - 4. DO arrive prior to the beginning of events.
- B. All students who wish to receive credit for attendance at FAL events must **avoid the inappropriate behaviors**.
 - 1. DO NOT text message during performance.
 - 2. DO NOT talk or cause any other kind of distraction

III. Enforcement

- A. Any faculty or staff member presenting a FAL event is responsible for enforcement of established policies.
 - 1. The presenter of the event is responsible for reporting disruptive or inappropriate behavior to the Dean of Student Affairs or other appropriate authority (*i.e., Coach or Registrar*).
 - 2. Presenters should document nature of disruptive or inappropriate behavior on the back of the FAL slip, put a definitive "X" over the front of the FAL slip, and submit the revoked FAL slip to the appropriate authority.
 - 3. Faculty/Staff presenters reserve the right to revoke FAL credit for any student who exhibits disruptive or inappropriate behavior.
 - 4. Presenters do not have any responsibility to notify students whether or not their FAL credit has been revoked.
- B. Presenters must uniformly enforce these policies in all aspects of presenting FAL events, including pre-event publicity, dress code check as students arrive, continuing dialogue with students, and adherence to approved policies during and after event.

SECOND DEGREE REQUIREMENTS for 2007 CORE CURRICULUM

Students with a bachelor's degree from another regionally accredited institution seeking a second bachelor's degree are required to complete at Newberry College the following:

A minimum of 32 semester hours, including a minimum of 12 hours in the major; the following Core and general education requirements:

Nine hours in Religion and Ethics –

One of the following Bible courses: REL 110, REL 111, or REL 112

One of the following Reformation courses: REL 203, REL 207, REL 380, or HIS 322

One of the following Ethics courses: PHI 120, BUA 311, SCI 114, or PHI 220,
unless satisfactorily completed in the first degree program;

One Level II CACP paper;

Three Level III CACP papers;

Three Fine Arts/Lecture Events (FAL) for each semester enrolled up to a total of 12 events.

SECOND DEGREE REQUIREMENTS for 2014 CORE CURRICULUM

Students with a bachelor's degree from another regionally accredited institution seeking a second bachelor's degree are required to complete at Newberry College the following:

A minimum of 32 semester hours, including a minimum of 12 hours in the major; the following Core and general education requirements:

3 credit hours in Religion from REL 121-129.

An Ethics course

Three Writing Intensive (WI) courses

Three Fine Arts/Lecture Events (FAL) for each semester enrolled up to a total of 12 events.

COMPUTER COMPETENCIES

Students will have access to and utilize various technologies appropriate to their discipline.

AWARDING OF DEGREES

Newberry College has three dates on which diplomas will be awarded: May, August, and December. If a student completes all degree requirements, including the CACP and FAL events, during the Summer Session, the Registrar shall be authorized to issue a diploma and transcript indicating the student received the degree as of the last date of Summer Session. Names of students completing degree requirements during the Summer Session will appear in the December Commencement program indicating on which day the degrees were awarded.

Students receiving degrees in August will be given the opportunity to process and participate in the Commencement Exercises with other graduates receiving their degrees in December.

Students with six (6) semester credit hours remaining may "walk" at May Commencement under the following restrictions:

- The 6 semester credit hours will be completed the following May term and/or summer terms
- All CACP requirements are completed by Reading Day of Spring Semester [2007 Core Curriculum]
- All FALS are complete

DEAN'S LIST

The Dean's List, issued each semester, lists all full-time students taking courses leading to a degree and who, in the preceding semester, attained a grade-point average of 3.5 or higher on at least twelve semester hours, and whose record for that semester has no grade of "F", "I", or "FA."

GRADUATION HONORS

To be eligible for graduation honors, students must have completed all requirements for the degree with a minimum of fifty-six (56) semester hours earned at Newberry College.

Those students with a grade point of 3.90 or higher will be graduated *Summa Cum Laude*; with a GPA between 3.75 and 3.89, *Magna Cum Laude*; with a GPA between 3.50 and 3.74, *Cum Laude*.

BACHMAN HONOR SOCIETY

The Bachman Honor Society was founded on March 15, 1962, by a group of faculty who were members of Phi Beta Kappa, and others who were deeply committed to fostering high standards of scholarship.

The Society is named for the Reverend John Bachman, D.D., churchman and scholar, and the primary guiding force in the founding of Newberry College.

Each year the Society inducts new members selected from the top ten percent of the senior class. New members, who may also include one member of the faculty or staff, are recognized at Awards Day Convocation and at Commencement.

TRANSCRIPTS

Transcripts will be issued by the Registrar only upon the receipt of a signed request by the student or alumnus.

A student requesting an unofficial copy of a transcript will be charged \$1 for each copy. The first official transcript of a student's record at Newberry College is furnished without charge. A fee of \$5 is charged for each additional copy. An additional fee of \$2 is charged if the transcript is Faxed.

Students who withdraw from Newberry without notifying the Registrar will not be entitled to a transcript.

The College will not issue a partial record; all failures, incomplete grades, and academic restrictions are shown.

Transcripts will indicate if students withdrew from Newberry College because of academic ineligibility or disciplinary action.

No transcript will be issued for students in default of the payment of College fees or charges.

AUDITING A COURSE

Full-time students may audit courses without additional costs, subject to approval by the instructor and the *Office of the Registrar*. Students not enrolled full-time may audit courses at a rate of \$50 per course. Audit status may not be changed to credit status after the course has begun.

REPEATING A COURSE

Only students who receive a grade of “D+”, “D”, “F”, “FA” on a course at Newberry may request to repeat the course to have the GPA reflect the higher grade—for the first repeat only. Students who make a “C” or better, may not repeat a course to improve their grade.

The request for an adjusted GPA must be made during the registration period for the course that is to be repeated. The course must be repeated at Newberry College in order to receive benefit of this repeat clause.

DROPPING A COURSE

Drop Forms may be obtained in the *Office of the Registrar*.

Students must secure written permission from their faculty advisor and the course professor and return the Drop Form to the Registrar before dropping a course. Failure to follow this procedure may result in the penalty grade of “F” or “FA” for the course.

A course may be dropped no later than one week after mid-term grades are reported during the semester or summer session.

ACADEMIC PROBATION

A student is placed on academic probation for the following semester if the student:

1. Fails to pass nine (9) semester hours in the Fall Semester or one-half the credits if enrolled for fewer than nine (9) semester hours, or
2. Fails to maintain a minimum grade-point average of credits taken at Newberry College as outlined:

*Cumulative Semester Minimum GPA

<u>Hours Attempted</u>	<u>Required</u>
0-23	1.50
24-55	1.75
56 or more	2.00

**Includes all credits attempted (S-U graded courses) and transfer, if any.*

A student on academic probation for the Fall Semester must earn at least six semester hours and twelve grade points in that semester to be eligible for continued enrollment.

A student in good standing with Newberry College shall be defined as a student who is free of academic and/or conduct probation and making at least minimal progress toward the completion of the degree sought. ***Students will not receive transfer credit for college-level study attempted during the period of probation. Also, students on probation should refer to Satisfactory Academic Progress (see page 32) to learn how Academic Probation might affect Financial Aid.***

ELIGIBILITY FOR CONTINUED ENROLLMENT

To be eligible to re-register in the Fall Semester, students must pass at least nine semester hours in the preceding Spring Semester (students taking fewer than nine hours must pass one-half of the credit hours attempted), and must maintain a minimum cumulative grade-point average on courses taken at Newberry College.

<u>*Cumulative Semester Hours Attempted</u>	<u>GPA Required for Eligibility to Re-Register</u>
0-23	1.20
24-55	1.50
56 or more	1.80

**Includes all credits attempted (S-U graded courses) and transfer, if any.*

Students who fail to meet the minimum grade-point average requirements will not be permitted to register for the following Fall Semester unless they meet the requirements by summer school work at Newberry College, or unless they are granted special permission to register by the Academic Appeals Committee.

Students on academic probation for two successive semesters will be automatically ineligible to register for the semester immediately following the semester for which they were placed on academic probation for the second time. This ineligibility can be removed only by action of the Academic Appeals Committee upon formal review of a written petition by the ineligible student.

After sitting out at least one semester, and if readmitted by the Office of Enrollment Management after having been ruled ineligible to register, students will have two semesters in which to achieve the required grade-point average (GPA). If students do not achieve the required GPA within two semesters, they will be ineligible to enroll at Newberry College for one year. Except for these conditions, no students will be suspended for academic reasons at midyear; however, students with extremely low grades might be advised to withdraw.

Students who become ineligible for registration for the third time for failure to meet academic requirements will be ineligible for readmission to Newberry College for an indefinite period of not less than one year (minimum of twelve months).

A written request for readmission after academic suspension must be submitted to the *Office of Admissions*. *Students will not receive transfer credit for college-level study attempted during the period of ineligibility.*

WITHDRAWING FROM COLLEGE

Students who withdraw from Newberry before the end of a semester are required to complete a “Withdrawal Form” available in the *Office of the Registrar*. The form lists the procedures to follow that will help them to plan and facilitate re-admission to Newberry or transfer to another college.

Students who withdraw before the last day to officially withdraw will receive the grade of “W.” The grade of “W” does not affect the GPA.

Failure to complete the appropriate forms for withdrawing from college will result in a grade of “F” or “FA” on each enrolled course and may jeopardize re-admission to Newberry College, and GPA standing as well as transfer eligibility.

Charges for tuition, room, and board will not be refunded after sixteen class days of a semester. For further information regarding refund policies, refer to the College Expenses section.

APPEALING GRADES

Grade appeals may be lodged through official College channels only for the grade of “FA,” Failure Due to Absences, or for final course grades. Students must begin this appeal process by completing a “Grade Appeal” form in the *Office of the Registrar*. “FA” appeals must begin within five class days of the date on the notification of the grade, and final grade appeals must begin within the first five class days into the next regular semester.

After the form is filed with the Registrar, the student should next talk with the faculty member to try to resolve the issue. If the issue is not resolved satisfactorily at this informal level, the student should submit a typewritten or computer-generated signed petition that specifies the circumstances leading to the appeal to the faculty member’s Department Chair; or if the faculty member is a Chair, to the Vice President for Academic Affairs. The Chair or Vice President for Academic Affairs will consult with both the student and the faculty member to attempt resolution.

If the student or faculty member is not satisfied with the response of the Chair or Vice President for Academic Affairs, the issue may be appealed to the Faculty Council. A signed petition and a written summary of the reasons for the prior decision should be submitted to the *Office of the Registrar* for presentation to the Faculty Council. The student and the faculty member involved may appear before the Faculty Council.

The decision of the Faculty Council is final.

PETITIONING FOR EXCEPTIONS

The Faculty Council will act on petitions from students requesting exceptions to academic policies or graduation requirements. The Council will also act on appeals from students who are academically ineligible to return to Newberry College and wish to be reinstated. Students should submit typewritten or computer-generated, signed petitions to the Office of the Registrar for presentation to the Faculty Council. Normally, the student petitioner will not appear in person before the Faculty Council.

LODGING ACADEMIC CONCERNS

Students who have concerns regarding classroom practices and procedures should first attempt a resolution through discussion with the faculty member. If concerns are not resolved, students should contact the faculty member's Department Chair or, if the faculty member is a Chair, the Vice President for Academic Affairs. If a student is not satisfied with the response of the Chair, the issue may be brought to the attention of the Vice President for Academic Affairs.

STUDENTS INVOLUNTARILY CALLED TO EXTENDED ACTIVE DUTY (EAD)

Upon submission of a valid set of orders to active duty, students who are members of National Guard or Reserve forces involuntarily called to extended active duty (EAD) will be offered:

A. Remission of Fees:

1. Tuition Fees will be held in escrow for 12 months and applied in full to tuition costs upon the student's re-enrollment. Should the student elect not to continue at Newberry upon release from EAD, tuition fees will be refunded upon written request.

2. All other fees up to the time of involuntary call will be charged on a pro rata basis. Any fund balance (for unused services from call-up to semester end) will be held in escrow with tuition fees and applied to student expenses upon release from active duty and return to Newberry. Should the student elect not to return to Newberry, these unused funds are available for refund upon written request of the student.

B. Student Course Enrollment and Course Grades:

1. Registration to Mid-Term: Students involuntarily called to EAD may withdraw from course enrollment without penalty.

2. Mid-Term to semester end: Students involuntarily called to EAD may withdraw from course enrollment without penalty. Students involuntarily called to EAD within the final two weeks of the course who desire, upon request, will be allowed to take an early final examination and retain the course grade earned. This policy applies only to students involuntarily called to extended active duty.

READMISSION TO NEWBERRY

Students who withdraw from Newberry College and who later intend to re-enroll must apply for readmission through the Office of Admissions.

All readmitted students must meet entrance and graduation requirements in effect at the time of readmission.

EXPIRATION OF CREDIT

Course work completed more than ten years (10) prior to graduation is subject to review by the Registrar to determine its applicability to the degree.

CANCELLATION OF COURSES

The College reserves the right to cancel any course offered when enrollment (for credit) is fewer than six. The decision is made by the Vice President for Academic Affairs in consultation with the Registrar and the Chair of the Department.

LENGTH OF TIME TO COMPLETE DEGREE

Degrees in most of the majors at Newberry College can be earned in eight semesters if the student completes successfully an average of 16 semester hours per semester.

If the major requires completion of more than 126 semester hours, it may be necessary for the student to attend summer sessions and/or additional semesters in order to complete the degree requirements.

If the student declares a major, completes courses required for that major, and then changes majors, the student may have to attend additional summer sessions and/or semesters in order to complete degree requirements for the new major.

ACADEMIC PROGRAMS AND OPPORTUNITIES

THE CENTER FOR STUDENT SUCCESS

The Center for Student Success at Newberry College, located in Wessel's Library, is a division of Academic Affairs in collaboration with Student Affairs. The mission of the Center for Student Success is to support each student's educational goals by offering opportunities to enrich and enhance their academic environment. This mission is reached by working individually with students to assist in creating a personalized plan enhancing academic knowledge and life-long skills.

The following units comprise the Center:

Career Services

The *Office of Career Services* seeks to facilitate career development for all Newberry College students. All students begin the career exploration process early in their freshmen year. This process is initially facilitated through the use of assessments with supplemental programming designed to focus students on their strengths, interests and passions. Upperclassmen are encouraged to participate in career development programs and employer events relevant to their chosen career path. Several online systems are utilized to facilitate interaction between employers and students, and various job fairs and employer activities are scheduled throughout the year to help students obtain internships and fulltime positions. Career and professional development training is offered to all students and is designed to prepare students to articulate their skills and career goals and present themselves appropriately in social and professional situations. Students will also understand personal branding, the use of social media in job search and networking and have a well- developed marketing plan with resume and cover letter. Additional information concerning career services may be obtained by calling (803) 321-5284.

Disability Services

Newberry College provides support and assistance for all students with a diagnosed physical or learning disability, although it does not provide a special program or curriculum for students with identified disabilities. Our objective is to recognize and address the particular needs of individual students so as to enhance their opportunity for academic success.

The *Americans with Disabilities Act* of 1990, and Section 504 of the *Rehabilitation Act* of 1973, specifies that students must formally notify the collegiate institution of their disability in order for the institution to provide reasonable accommodations. Professional documentation of the disability or disabilities must be furnished no later than two weeks prior to the desired commencement of accommodations. In addition, the legal and/or medical documentation must be current within a three-year period prior to the student's enrollment at Newberry College. All documentation, requests for information, etc., must be sent to the *Director of Disabilities Support Services*, Academic Affairs.

Upon receipt of notification and required documentation, a meeting will be scheduled between the student and the *Disabilities Support Services Specialist*, the purpose of which is to reach an *Accommodations Agreement*, which will be communicated to the student's instructors. The *Accommodations Agreement* will be reviewed each semester at the request of the student. The *Director of Disabilities Support Services* will monitor each identified student's progress and interact with the student and his/her instructors, as necessary, to ensure that the College is complying with all requirements.

In dealing with students with disabilities, Newberry College carefully considers students' right to privacy and handles all disabilities-related documentation and communication in a highly confidential manner. If parents of students with disabilities wish to be included in meetings and communications with the *Disabilities Support Services Specialist*, they need to make sure their student signs the appropriate waiver, upon enrollment, as required under The Buckley Amendment. Newberry College does not provide student disabilities-related documentation to any third parties except as required by law. All student disabilities- related documentation is destroyed when the student graduates or otherwise ceases to be enrolled at Newberry College. Additional information concerning disability services may be obtained by calling (803) 321-5187.

Academic Support

The Center for Student Success provides peer tutors for all academic subject areas at no cost to students. This includes focused assistance on writing for all courses and in conjunction with the Communication Across the

Curriculum Program (CACP). Students must request assistance via email and are expected to show up on time for all tutoring sessions. Most tutoring sessions are conducted in the Center for Student Success of the Wessel's Library. Additional information concerning the Center may be obtained by calling (803) 321-5187.

One on one academic mentoring is available to students in academic crisis. Weekly meetings are scheduled with an academic mentor to enhance study and organizational skills and to assess progress. Additional information concerning academic mentoring may be obtained by calling (803) 321-5362.

Retention

At Newberry College, every student counts. The Center for Student Success, in collaboration with numerous campus offices, leads the college-wide effort to facilitate the success of each student. The Center supports the College's mission by collecting and utilizing data to formulate methods to educate all faculty, staff, administrators and board members, setting quantitative goals for institutional improvement, being proactive in developing a network of communication across campus in regards to student retention, and developing ways to retain students who exhibit the potential qualities for a lifetime of service and leadership through intellectual, social, physical well-being and spiritual growth.

The Center for Student Success works closely with the Financial Aid Office, Athletics Staff, Faculty Advising, and Student Services in helping students cope with barriers and roadblocks. This includes coordinating student interactions with faculty, staff and other students which ultimately help to promote student success in social and academic development.

General Advising

Accurate and relevant academic advising is essential to a student's academic success. The Center for Student Success oversees all freshmen advising and subsequent advising for students who have not declared their major. The focus is on relevant scheduling that continues the forward momentum towards completion of a degree.

Diversity Services

The Office of Diversity Services is housed within the Center for Student Success. The primary purpose of this office is to support and provide relevant educational programming to promote tolerance and acceptance through education to the Newberry College Community.

VETERANS' COUNSELING SERVICE

Veterans may obtain assistance at the Office of Student Veterans Affairs and Adult Mentoring Services, located in Holland Hall (second floor Academic Affairs), and the office of the local contact officer of the Veterans Administration, located at 2115 Wilson Road in Newberry. The Registrar's Office in Holland Hall (first floor) also provides assistance and counsel whenever possible as does the Campus Pastor.

Since interpretation of regulations governing veterans' benefits is subject to change, veterans should make it a policy to keep themselves informed at all times (through information issued by the Veterans Administration) on matters pertaining to their education and training.

FACULTY ADVISORS

Although the responsibility rests with the student to ensure all degree requirements are met, each student is assigned a Faculty Advisor to assist with planning a course of study and to give direction in both educational and career matters. The Director of the Center for Student Success and First Year Experience Programs will assign all new students an advisor before Orientation. Students need the approval of their advisor to enroll in any course or to make changes in class schedules.

International Students

Newberry College welcomes students from countries outside the United States. International students are valued for the great cultural resources they bring to the college community. The Office of Enrollment Management and the Center for Student Success work with international students during the admissions and immigration process to insure appropriate Visa documentation is obtained for study in the US. For information concerning admission procedures for international students, see page 23.

Study Abroad Programs

Newberry College offers an opportunity for students to receive academic credit for study abroad in Art or Foreign Languages. Credit may be earned for a summer, a semester, or two semesters. For information for the Art Study Abroad Program, see page 81. For information for the Foreign Language Study Abroad program, see page 233.

Additional opportunities for Study Abroad/Study Away are being developed in coordination with the 2014 Core Curriculum that requires either at least one experiential or interdisciplinary course during May Term. (See 2014 Core Curriculum, pages 74-75.)

HONORS PROGRAMS

As part of its commitment to academic excellence, Newberry College offers academic development through the Summerland Honors Program and Departmental Honors.

Summerland Honors Program

In many ways the human story has been and will continue to be a quest for identity. How have we understood what it means to be human? The Summerland Honors Program is structured upon the theme, *A Quest for Identity*, and will afford opportunities to explore this essential question from a number of vantages. Indeed, each of the interdisciplinary courses focuses on a particular perspective concerning this quest for identity. During year one, students study the question from the perspective of the arts and humanities. Year two students ponder the question through the lens of the natural sciences. The third year, students probe the quest for identity from the perspective of the social sciences.

In some of the six honors seminars, students will also participate in enrichment activities designed to engage them actively in their learning and to provide opportunities for them to apply their knowledge in service to the campus and the local community. Finally, an integrative capstone course in the senior year will allow students to reflect and build on the preceding three-year experience.

Summerland Honors Program courses fulfill 2007 Core requirements in the humanities, natural sciences, and social sciences, Areas C, D, and E, as appropriate. Similarly, many Honors courses will fulfill 2014 Core Curriculum Requirements as now or to be designated in course descriptions.

Students enrolled in the Honors Program may sign up for up to 21 hours without being charged an overload fee.

Students completing the seven Summerland Honors Program courses with a minimum 3.25 GPA will be declared graduates of the program and will have their transcript and diploma so acknowledged. See pages 153-154 for a description of the seven honors courses.

Departmental Honors

Individual departments may identify and approve outstanding majors during the student's junior year to pursue an honors project during their senior year. To be accepted to work on an honors project, students must have achieved, by the time they complete 60 semester hours, a cumulative GPA of 3.5 for classes taken at Newberry College and a major GPA of at least 3.5 with at least 12 semester hours in the department in which the honors project is proposed.

During their senior year, a student must enroll for a minimum of six semester hours in an appropriate combination of independent study, senior seminar, or senior essay courses, under the direction of a departmental faculty member, to work on a major research project or the creation, composition, or performance of a major work of art.

Students should consult with the chair of their major department regarding availability of and guidelines for specific departmental honors programs. The successful completion of the Departmental Honors programs will be noted on transcripts and diplomas.

The Music Department Performance Honors Program information found on pages 177-178.

MAY TERM

May Term, May 11-29, is a period of travel, experiential, and/or interdisciplinary courses designed to provide students with:

1. experiences beyond those available in the regular fall and spring schedule of classes
2. courses specified only for May Term
3. travel courses

Students may take only one course for up to three semester hours of credit. Students may select from the available on-campus courses or off-campus travel courses.

Registration is on the first day of classes. Students planning to enroll in travel courses are required to attend orientation sessions as announced in the Summer Session Catalog.

SUMMER SESSION

Two terms of five weeks each are offered in the College's Summer Session. The Curriculum is designed for students wishing to begin their college work early, for students desiring to accelerate their progress or to make up work, and for teachers fulfilling credential and certification requirements.

The first term of Summer School 2015 begins with registration from 10:00 a.m.-Noon on June 1 with classes beginning at 1:00 p.m. The last day of classes for the first term is June 30. The second term begins with registration from 10:00 a.m.-Noon on July 6 with classes beginning at 1:00 p.m. The last day for classes is August 4.

The Summer Session includes key courses from most departments, special workshops, and courses to upgrade or renew teaching certificates.

New students desiring to attend the Summer Session should make application to the *Office of Admissions*; currently enrolled students desiring to attend a Summer Session should apply through the *Office of the Registrar*. Students may take up to seven semester credit hours each term.

Students completing coursework for the baccalaureate degree during the summer session receive their degree as of the last date of summer session. (See "Awarding of Degrees," page 50). A Summer Session Bulletin is published each spring.

DUAL-DEGREE PROGRAM

Forestry and Environmental Management Dual-Degree Program with Duke University

Newberry College offers a cooperative program with Duke University in Durham, N. C., in the areas of Forestry and Environmental Management. Students may earn the bachelor's and master's degrees in five years, spending three years at Newberry College and two years at Duke University Nicholas School of the Environment and Earth Sciences. Students must fulfill all the general requirements by the end of the junior year at Newberry. The first year's work at Duke will complete the undergraduate degree requirements and a B.S. degree with a major in Biology will be awarded by Newberry at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry (M.F.) or Master of Environmental Management (M.E.M). to qualified candidates at the end of the second year.

While at Newberry College students need to complete a rigorous program of biology, chemistry, mathematics, and economics courses, their Core Curriculum, 18 Fine Arts and Lectures events (3 per semester while at Newberry College), Communication Across the Curriculum (CACP) writing requirements (Level 1, three Level 2, and two Level 3 papers are required), and at least 90 credit hours of courses. Students are required to take 52 hours of science and math courses, including Biology 111, 121, 122, 201, 322, 331, 431, and either Biology 332 or 402; Chemistry 113, 114, 231; Mathematics 150, 200, and 211. As part of the Core Curriculum, students must take Economics 210. Students are encouraged to take Chemistry 232 and Mathematics 212.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Students electing the Forestry and Environmental Management program of study should confer early in their college careers with Dr. Charles Horn, Professor of Biology, regarding which courses they should take each year in order to avoid schedule conflicts between some of the required courses, and when they should make formal application for admission to the Duke University Nicholas School of the Environment and Earth Sciences.

PRE-PROFESSIONAL TRACKS

• PRE-LAW TRACK

The Pre-Law Track advisors are Dr. Steven L. Schweizer, Professor of Political Science, and Dr. Stephanie Sillay, Assistant Professor of Political Science. The Association of American Law Schools recommends a general liberal arts education for pre-law students because “many of the goals of legal education are also goals of liberal education.” The Association recommends a Pre-Law curriculum which aims toward these objectives:

1. Comprehension and Expression in Words. “The purpose here is to gain both perception and skill in the English language. Language is the lawyer’s working tool. In oral and written advocacy a lawyer must be capable of communicating ideas convincingly and concisely.”

2. Education for Critical Understanding of Human Institutions and Values. “The purpose here is to develop insight into, rather than merely information about, the institutions and values with which man is concerned. Lawyers are a force in the operation and shaping of these institutions. They must necessarily gain insight into the nature of man and the physical world, the economic systems of societies, the political organization of societies, the democratic processes in Western Societies, the social structure of societies, and the cultural heritage of Western societies, including Religion, History, Philosophy and Ethics.”

The following statement is taken from a letter sent to college presidents by the Clerk of the Supreme Court of South Carolina.

“The Constitution of South Carolina imposes upon the Supreme Court the responsibility of determining those persons who shall be admitted to the practice of law in this State. In an effort to improve competency on the part of members of the Bar, the Court has provided in its Rules, among other things, that pre-law student advisors in all colleges and universities in South Carolina should be advised that the Court has found the following subjects highly beneficial in taking the bar examination and for the pursuit of a career as an attorney:

- | | |
|--------------------------|----------------------|
| 1. English Composition | 6. Logic |
| 2. Public Speaking | 7. Literature |
| 3. United States History | 8. Political Science |
| 4. Accounting | 9. Philosophy |
| 5. Economics | |

Students expecting to practice law successfully in South Carolina should be urged to take as many courses as practical in the subjects listed above.”

Recommended Track for Prospective Law School Students:

1. The required Core Curriculum courses.
2. Law schools accept any major. Newberry College students usually major in one of the following: Business Administration, English, History, or Political Science.
3. All prospective law students are strongly urged to take as many of the following courses as possible: Accounting 210; Art 181; Business Administration 210; Economics 210 and 220; English 337, 351, 362, and 458; History 121, 122, 211, 212, 323, and 331; Mathematics 200; Music (MUS) 150; Philosophy 101 and 110; Political Science 121, 122, 343, 348, 461, 462; Speech 110, 203, 310, and 348; and Sociology 101, 208 and 228.

Some of the courses may satisfy Core and/or major requirements.

• PRE-PROFESSIONAL HEALTH AND SCIENCE TRACKS

- Students intending to prepare for any of the health and science tracks (**Chiropractic, Dentistry, Medicine, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, and Veterinary Medicine**) should follow the course of study covering their respective pre-professional requirements as stated in the catalogs of the institutions in which they plan to enroll. In addition to their major advisor, students will have a science faculty assigned to help guide and counsel students who intend to prepare for entrance into these professional tracks. The science faculty assigned for each pre-professional track are as follows:

Science Faculty	Professional Track
Professor Charles Horn, Ph.D.	Veterinary Medicine
Professor Bret Clark, Ph.D.	Physical Therapy
Professor Christina McCartha, Ph.D.	Chiropractic, Dentistry
Assistant Professor Catherine Lovett, Ph.D.	Medicine
Assistant Professor Valarie Burnett, Ph.D.	Pharmacy
Assistant Professor Laura Lanni, Ph.D.	Physician's Assistant
Assistant Professor Steve Lambert, Ph.D.	Occupational Therapy

Students may major in any area as long as the necessary coursework for entrance into the pre-professional track has been completed. Many students choose biology or chemistry as their major due to the quantity of required coursework in these areas. Students should find out the necessary coursework through websites from the professional schools in which they are interested in applying. The appropriate science faculty advisor will help each student develop an individual plan for completion of necessary coursework. The science faculty have very general four year templates for each pre-professional track. Of importance for candidates to all professional health track is the completion of 2-3 volunteer, internship, or job shadowing experiences within the area of intended study. These show the professional schools that candidates are serious about their chosen future career path and have an understanding of their intended profession. Further, applicants are expected to have excellent oral and written communication skills.

The recent trends in admission to **Medical** schools have been to reduce the number of courses required for admission. However, the standardized test, the Medical College Admission test (MCAT) is a criteria by which admission is granted. The MCAT will undergo major changes during 2015. Scores reflect a student's ability in four areas: biological and biochemical foundations of living systems; chemical and physical foundations of living systems; psychological, social, and biological foundations of behavior, and critical analysis and reasoning skills. For additional information on the MCAT content please see the following link: <https://www.aamc.org/students/applying/mcat/mcat2015/>. Scores on the MCAT will be greatly enhanced by completion of appropriate courses prior to taking of the MCAT during the summer before the senior year.

Dental school admission requirements include the Admission Test (DAT). For more information on DAT content see the following link: <http://www.ada.org/dat.aspx>. Scores on the DAT will be greatly enhanced by completion of appropriate courses prior to taking the DAT during the summer before the senior year.

Veterinary Medical school admission requirements the Graduate Record Exam (GRE) (for GRE information, see the following link: <http://www.ets.org/gre/>) or the Medical College Admission test (MCAT). (for MCAT information, see the following link: <https://www.aamc.org/students/applying/mcat/mcat2015/>).

Scores on the MCAT will be greatly enhanced by completion of appropriate courses prior to taking the MCAT during the summer before the senior year. South Carolina does not have a veterinary school; hence South Carolina residents must attend an out-of- state veterinary school. However, students may be considered in-state residents for tuition purposes at the University of Georgia, Tuskegee University (Alabama) and Mississippi State University.

The **Pre-pharmacy** track prepares students for application to the clinical doctorate program in Pharmacy (PharmD). The pharmacy schools of South Carolina have merged into the South Carolina College of Pharmacy with campuses in both Charleston and Columbia. A new Pharmacy program opened at Presbyterian College in Clinton, South Carolina and enrolled its first class in fall, 2010.

The health professions tracks of **Occupational Therapy** and **Physical Therapy** both require the Graduate Record Exam (GRE). For more information on the GRE, see the following link: <http://www.ets.org/gre/>. Most **Physician Assistant** programs require at least two years of college courses in basic science and behavioral science as prerequisites. Students interested in **Chiropractic** tracks must have completed 90 semester hours of coursework to be accepted with no required graduate exam.

Any student interested in any of the above health sciences and also in doing research in these fields is invited to join the Future Medical Professional Association (FMPA). This student organization will offer many opportunities to do volunteer projects, apply for internships, get helpful tips for applications and interviews, overall networking, and also have fun. This organization is co-advised by Dr. Valarie Burnett and Dr. Catherine Lovett.

Career Services makes available practice entrance exams for students to take multiple times prior to taking the actual exam.

Additionally, Newberry College pre-professional advisory board, pre-professional advisors and mentors, along with career services will guide pre-professional students through undergraduate preparation for graduate school.

PROGRAMS FOR NON-TRADITIONAL STUDENTS

Newberry College features a number of academic programs tailored for the non-traditional student. Some programs are offered in the evenings, while others employ a “blended” format, which combines the best of in-class and online instruction and learning.

Newberry *fastFORWARD* Program Mission

The *fastFORWARD* program enables adult learners to complete their bachelor’s degree in a flexible, hybrid, enhanced learning environment utilizing technology, tools and techniques in a student-centered format.

fastFORWARD constitutes an accelerated adult degree completion program designed to serve working adults with a minimum of two years’ work experience. Offered exclusively in a “blended” format, learners will generally meet in person for the initial session of each course with the balance of the course conducted online and/or in an evening format.

Typically, those who enroll in this program

- have already completed approximately two years of college (or its equivalent),
- maintained a grade point average of at least 2.0 (on a 4.0 scale),
- are required to have earned a minimum of sixty (60) credit hours that can be transferred into the College
- are willing and able to spend 10-15 hours in preparation for each week of class.

For online/hybrid courses for every hour of credit, students must engage in 9-12 hours of instructional time. Over the course of a 15-week semester, this equates to 50 minutes of instructional time per week per credit. Students in the *fastFORWARD* program spend approximately 10-15 hours a week on assignments, readings, online discussions and activities for each course they take in this blended format.

Those who transfer fewer than sixty credit hours must address an appeal to a special admissions committee. All who are accepted into the *fastFORWARD* program need to recognize that they will be required to complete enough hours outside of the program to earn the minimum 126 hours necessary to receive a Newberry College baccalaureate degree. Adult learners who succeed in the *fastFORWARD* program are self-directed and goal-oriented individuals. It is possible for some students enrolled in this program to complete their degrees in as little as 18 to 24 months. Persons interested in enrolling or learning more should contact the Director of *fastFORWARD*.

Technical Requirements for the *fastFORWARD* Program

These requirements ensure that you have the proper computer and internet access for your success in navigating the Learning Management System for the online/blended portion of your classes. For your courses in the *fastFORWARD* Program, you must have a desktop computer or laptop with internet access (DSL or faster), with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These computers must have the basic software functionality of Microsoft Word, PowerPoint, and Excel in Windows 365, available free of charge through the Technology Tab in Wolf Den.

fastFORWARD currently offers two degree programs: B.A. in Business/Organizational Management (see pages 195-198 for course descriptions) and a B.S. in Early Childhood Education (see pages 121-122 for course descriptions) leading to teacher certification.

Detailed information may be found by going to the following web-site: www.newberryfastforward.com

ACADEMIC CREDIT FOR LIFE EXPERIENCE

Academic Credit for Life Experience Based Upon Demonstrated Competence

Newberry College recognizes that students sometimes take advantage of an opportunity to master a course of study or acquire skills in settings beyond the traditional classroom. Such settings may include field research, study travel, professional or military training, internships, and other alternative educational experiences. Newberry College thus permits students to earn up to fifteen (15) semester hours of academic credit for life experience by

demonstrating an acceptable level of competence in one of the following ways:

- *Approved Standardized Examinations.* Scoring at the approved level on the College Level Examination Program (CLEP—see page 21 for details) or Defense Subject Standardized Tests (DANTES) examinations may earn a student college credit. Confirmation of the student earning this approved score must be approved and recorded by the Newberry College Registrar. (Recording fee per course is \$77. Fees are subject to change).
- *ACE Alternative Courses.* Where the American Council on Education (ACE) has evaluated alternative courses—such as those in banking, real estate, military training, or vocational training—the College will adopt the evaluation in the appropriate field as a source for determining what credit may be awarded. ACE credit must be applied for by the student and approved and recorded by the College Registrar. (No recording applied.)
- *Certificate of Documented Competency.* A student may earn credit hours for a specific course by obtaining from one of the professors assigned by the College to teach that class a Certificate of Documented Competency (CDC). Such documented competency may take the form of scoring at an acceptable level on a test equivalent to the final examination in the course, submitting written papers comparable to those assigned in the traditional course, reporting on research carried out by the student related to the course content, or otherwise indicating to the instructor a level of learning commensurate with the learning objectives of the course for which the student is seeking life credit. The CDC will be awarded at the discretion of the professor when she or he is satisfied that the student has suitably mastered the course content and met the student learning outcomes outlined in the course syllabus. Final approval will be authorized by the Vice President for Academic Affairs and recorded in the Office of the Registrar. (Recording fee: \$77 for first credit, plus \$60 for each additional credit—i.e. 3 credit course is \$197.)
- *Approved Portfolio.* Earning a CDC by preparing a portfolio describing specific work activities, alternate educational experiences, or life experiences that document the prescribed learning outcomes associated with the course for which documented competency is being sought. Material for this portfolio can come from a number of different sources, including workshops, seminars, self-study, non-credit classes, training courses, and work experiences. Note that it is the learning from (and not merely the experience of) these alternate programs or experiences that is evaluated. Appropriate departmental faculty members will evaluate the written portfolio and determine what credit, if any, might be warranted and awarded. Final approval will be authorized by the Vice President for Academic Affairs and recorded in the Office of the Registrar. (recording fee: \$77 for first credit, plus \$60 for each additional credit—i.e. 3 credit course is \$197.)

Such credit can be awarded only for subject matter or life experience that corresponds to the content of specific courses listed in the Newberry College Catalog. In order to earn such academic credit, students must demonstrate and/or document how their reported competencies correspond to the content of the courses for which they are seeking credit and fulfill the learning outcomes associated with each course.

INDEPENDENT STUDY (491-492 courses)

Independent Study (491-492 courses) is an opportunity for advanced students to pursue a research project devoted to a specific topic or problem. The research subject is selected in consultation with a faculty member under whose guidance the study is to be conducted. Departments offer a course in which a student may earn from one to four credits. The credit hours will be determined by the faculty member based on an estimate of the time expected to be invested in the proposed work. Forty-five hours is minimal for each hour of credit.

All independent study courses must involve the student primarily in independent work with regularly scheduled consultation with the instructor. This kind of study may involve independent readings, library research, or laboratory research projects in specific subject areas where the College does not offer courses.

Projects or proposals must be submitted (on a form similar to the current form for internships/ externships) at the close of the pre-registration period of the initiation date of the study. Laboratory research projects especially require advance notice in order to attain funding and supplies for the project.

The form should contain at minimum:

- Student's Name
- Instructor's Name
- Title of Independent Study
- Credit Hours

- Date Initiated
- Suggested Completion Date
- Specific objectives of the independent project
- How the objectives (e.g. course requirements) will be accomplished (such as books or articles to be read and discussed, films to be viewed, lectures to be attended, research to be carried out)
- Evidence that objectives have been accomplished such as tests, reports, discussions, etc.)
- How the student learning will be evaluated
- Student-Faculty contact hours
- Signatures of student, instructor, department chair

Copies of the approved independent learning contract must be filed with the Vice President for Academic Affairs and the Registrar prior to the close of pre-registration.

INTERNSHIPS/EXTERNSHIPS (495-496 courses)

Students are placed in a variety of field and workplace settings for credit, in order to gain experience related to classroom learning.

The following policies and procedures apply:

1. Internships and externships are offered through academic departments. Some internships and externships may be limited to students who have declared a major in that department. Others are available to non-majors.
2. Students must pre-register for an off-campus internship or externship and complete all planning for it by the end of the semester immediately preceding the semester in which the internship or externship will be performed. (*Application for an internship or externship that will occur outside of the Fall and Spring Semesters must be made prior to the experience. Credit may be awarded in the following regular semester of enrollment.*) The application will include:
 - approval by sponsoring on-campus professor
 - approval by advisor
 - approval by department chair
 - approval by Vice President for Academic Affairs
3. Departments determine specific eligibility requirements, the amount and type of credit awarded, and the academic requirements. Since internships and externships are part of the academic program, they have academic requirements comparable to other course work.

A list of the objectives of the work experience must be provided to the supervisor in the work place, and that individual and/or the academic supervisor must document that the objectives have been met.

The advisor or instructor of record will contact the work place supervisor before, during and after the experience.

In general, for every one credit hour earned, students will spend a minimum of 45 hours of work.

The amount of credit that can be earned in an internship or externship varies by department and by the nature of the activity. One-, two-, three-, six- and twelve-hour internships/externships are available. Internships and externships carry either a letter grade or S/U grade. Students should consult the Catalog to determine the type of credit they will receive for a specific course. Information will be with the course listing by department.

The experience may be a paid or voluntary position. Ideally the experience should not occur in a setting which is one of general and on-going employment for a student. However, there may be exceptions to this and those exceptions are determined by the advisor, department/division chair, and the Vice President for Academic Affairs.

Students should consult department listings for specific information and work with their advisor in planning an internship or externship experience.

SENIOR ESSAYS (499 courses)

Senior Essays are projects requiring scholarly research. Departments determine specific eligibility requirements, the amount of credit awarded, and the academic requirements. Since Senior Essays are part of the academic program, they have academic requirements comparable to course work. In general, for every one hour credit, students will spend a minimum of 45 hours of work. Students may receive from one to three hours of credit for a Senior Essay.

CONFERENCE COURSES

A Conference Course is any course listed as a regular course in the College Catalog and taught with special arrangements to a limited number of students in an office or conference setting.

A Conference Course may be arranged only under the following conditions:

1. The student requesting the course demonstrates a need to take the course that particular semester due to circumstances beyond his or her control;
2. The student receives written permission to take a Conference Course from the professor teaching the course, the Department Chair, and the Vice President for Academic Affairs. The written permission must be filed with the Registrar prior to registration.

Approval for a Conference Course will not generally be granted if the course is being taught as a regular offering that particular semester or if the student wants to repeat the course to expunge a grade of “D+”, “D”, “F”, or “FA.”

FIELD EXPERIENCES (INTERNSHIPS OR PRACTICA)

Students in the Teacher Education Program are placed in a school setting, for credit, to observe and to gain practical experience. The Teacher Education Program is outlined on page 117.

VALUES BASED LEARNING PROGRAM

The Values Based Learning Program was established in 2005 with a mission to prepare students to be active, engaged citizens, by incorporating service-learning into their educational experiences in a way that celebrates Martin Luther’s concept of “Christian Vocation.” Luther used this term to indicate that all of us, in whatever roles we play, are called to serve our neighbors and the world and that this service is rooted in our deepest values. Newberry College, with its Lutheran identity, actively promotes service as part of its academic mission and as a way of preparing students for lives of civic engagement. The VBLP takes the lead in this challenge by (1) promoting service-learning, where a community service activity is incorporated into an academic class and connected to the learning goals of the class; (2) working with campus groups and teams to identify and support service activities that include a reflective component; (3) encouraging the development of the skills and attitudes necessary for active citizenship; (4) advising ECHO (Each Committed to Helping Others), the campus service organization; and (5) offering Civic Engagement Fellowships that fund student service programs in the community. The office of Dr. Joseph McDonald, the Director of the Values Based Learning Program, is located in Keller Hall.

Values Based Learning Credits

The Values Based Learning Program also offers students the opportunity to earn recognition for their service-learning activities by accumulating VBL credits. There are three levels of recognition: completing seven credits, completing 10 credits, and completing 13 or more credits. Students earn these VBL credits by completing courses with a service-learning component, by participating with a campus group or team in an activity that the VBLP has designated as a service-learning activity, and through independent projects approved by the VBLP as service-learning projects. The VBLP determines the number of credits that can be earned through the group, team, and individual service projects. For classes, the number of VBL credits equals the number of credit hours offered by the course. Students earning credits must complete at least one 3-hour course offering VBL credit.

Students may fulfill the remaining credits through any combination of the following requirements:

1. Completing ethics courses beyond the Core requirement with a “C” or better.
2. Passing any course designated as offering VBL credit and receiving a grade of “C” or better on the service-learning activity.
3. Participating in service-learning activities undertaken by campus organizations (Greeks, athletics, etc.) for the number of credits determined in advance by agreement with the VBL Program.
4. Devising and completing an independent service-learning project for the number of credits determined in advance by agreement with the VBL Program.

MILITARY SCIENCE/RESERVE OFFICERS' TRAINING CORPS (ARMY ROTC) PROGRAM

The Army ROTC program at Newberry College is designed to enhance a student's college education by providing unique training and practical experience in leadership and management techniques essential to success in any career. Upon graduation from Newberry College, contracted Cadets who have successfully completed ROTC training are awarded a commission as a Second Lieutenant in the U.S. Army, U.S. Army National Guard, or the U.S. Army Reserve.

Army ROTC is a chance to develop skills for success such as confidence, self-esteem, motivation, and the ability to lead others and make decisions. If students want to build towards a successful future, Army ROTC is one of the smartest college courses they will ever take. ROTC does not interfere with other academics, athletics, or extracurricular activities, but rather supports in developing well rounded leaders.

Newberry College ROTC is cross-enrolled with Presbyterian College's Army ROTC program. Freshman and sophomore level Military Science classes are taught at Newberry College. Junior/Senior Cadets meet for class at Presbyterian College along with the Junior/Senior Cadets from Lander University. Additionally, labs are conducted at Presbyterian College on Thursday afternoons. Labs are optional for non-contracted students. Labs are fun and challenging and include live firing weapons at the local range, land navigation course, patrolling using paintball, rappelling, and drill and ceremony. Transportation is provided.

Military Science Curriculum

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

The **Basic Course** is normally taken during the freshman and sophomore years yet is open to all Newberry College students. Classes focus on important life skills as well as basic military skills. Topics include time management, values and ethics, goal setting, decision-making, problem solving, military customs and courtesies, land navigation, marksmanship, and patrolling. **There is no military obligation for participation in the Basic Course.** All ROTC books, uniforms, and equipment will be furnished at no cost to the student. Physical training and Thursday afternoon Lab classes at Presbyterian College are optional for non-contracted Basic Course students; however, contracted Cadets are required to attend.

Some or all of the Basic Course requirements may be waived by the Professor of Military Science for students who have completed Junior ROTC programs or have military experience. Attendance at the Leadership Training Course may also be used as credit for the Basic Course.

The **Advanced Course** is limited to contracted Cadets or students who have completed (or have received credit for) the Basic Course requirements and are actively seeking to be a contracted Cadet. The Advanced Course provides instruction in advanced leadership strategies, military history, training management, tactics, logistics, and the military justice system. Physical training and Thursday afternoon Lab classes are mandatory for all Advanced Course Cadets. Cadets assume leadership positions on campus in which they plan, lead, and evaluate training for other Cadets. Additionally, Advanced Course Cadets attend the 30-day Leadership Development and Assessment Course at Fort Lewis, Washington, during the summer between junior and senior years.

The **Minor in Military Science Leadership** is 18 credit hours in advanced military science and related leadership training. Participation in this minor is contingent upon completion of the ROTC basic courses and acceptance by the Professor of Military Science as a contracted cadet in the Army ROTC Advanced Course.

Course Descriptions

See pages 166-169 for Military Science Leadership (MSC) Minor course descriptions. For additional information, contact the Professor of Military Science at 1-864-833-2820.

Please visit the ROTC Web Site at www.presby.edu/rotc.

Contracting and Scholarships

Both men and women may enroll in ROTC, contract with the U.S. Army, apply for Army ROTC scholarships, and enter in the commissioning process. In order to become a contracted Cadet, a student must be medically qualified, meet the minimum physical fitness requirements, and have a minimum cumulative GPA of 2.00. To qualify for a scholarship, the student must have a cumulative GPA of 2.50.

There are several types of **scholarships** available. Army ROTC Scholarships include full tuition, fees, a book allowance, and a monthly living allowance. Students also receive room and board from Newberry College as an incentive for winning an ROTC scholarship. High school seniors applying to Newberry College may compete nationally for a four-year scholarship. Candidates interested in a four-year scholarship must apply prior to December of their senior year of high school. Applicants can receive assistance from the Department of Military Science in submitting applications. Newberry College students may apply for 4, 3.5, 3 and 2 year campus based scholarships. Sophomores may apply to attend the Leadership Training Course at Fort Knox, Kentucky, where they may win a two-year scholarship. Similar opportunities may also exist for juniors and select seniors.

All applicants must meet minimum standards in SAT/ACT scores, GPA, physical fitness, and be medically qualified by the U.S. Army. More information may be obtained by contacting the Department of Military Science.

Simultaneous Membership Program

Yet another way to get a head start in the Army and to pay for education is through the Simultaneous Membership Program (SMP). This program allows students to become members of the Army National Guard or the Army Reserve while enrolled in Army ROTC. SMP students are paid by the Guard/ Reserve, plus they receive the ROTC stipend. Full ride Guaranteed Reserve Forces Duty Scholarships are also available for those that want to graduate, enter the civilian workforce, and serve their country one weekend a month and two weeks each summer as an officer in the National Guard or Reserves.

ROTC For Veterans

Army ROTC can help veterans make the most of their time invested and the experience they gained in the military. Their military experience could fulfill the necessary requirements for the ROTC Basic Course.

This means that they could enroll directly in the Advanced Course. In addition to any financial assistance received from ROTC, veterans are still qualified to receive any and all VEAP/GI Bill/Army College Fund benefits to which they are entitled.

Core Curriculum

Satisfactory completion of courses in Military Science that award at least 2 semester hours satisfy the Physical Education requirements in the 2007 Core Curriculum in Area G.

Students under the 2014 Core Curriculum must earn two credit hours in a Fitness for Life (FIT) course.

ACADEMIC AREAS OF STUDY

DEGREES

Newberry College offers four accredited baccalaureate degrees: the Bachelor of Arts, the Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Science.

Bachelor of Arts (B.A.)

Within the Bachelor of Arts degree program, students may major in one of the following fields: Art; Church Leadership (Church Administration, Christian Education, Music Ministry, and Youth Ministry); Communications; Early Childcare Management; English (Secondary Education); Graphic Design; History (Secondary Education); International Studies (Business Administration, Foreign Language, Political Science); Music; Music (Emphases in Church Music or Music Theory); Political Science; Psychology (Forensic Psychology); Religion and Philosophy (Religion, Philosophy); Social Media; Sociology; Spanish; and Theatre (Acting, Directing, Technical).

In addition, non-traditional adult students may earn a B.A. in Business with a concentration in Organizational Management through *fastFORWARD*, a blended online format program.

Bachelor of Music (B.M.)

Students may pursue a degree in Performance (Instrumental, Vocal). (See page 172)

Bachelor of Music Education (B.M.E.)

Students who wish to teach generally pursue a Bachelor of Music Education degree (Choral, Instrumental) (See page 173).

Bachelor of Science (B.S.)

Within the Bachelor of Science degree program, students may major in Accounting; Biology (Secondary Education, Environmental Studies), Business Administration, Chemistry (Forensic Chemistry, Secondary Education, Biochemistry), Early Childhood Education, Elementary Education, Middle Level Education, Mathematics (Secondary Education, Actuarial Science, Physics), Nursing, Physical Education (Leisure Services, Sport Management, Teacher Certification).

Students may also receive a Bachelor of Science degree through a cooperative dual-degree program with Duke University, page 57.

MAJORS

Every degree candidate must complete all requirements for one of the major fields of study offered by Newberry College. Major and minor requirements and course descriptions begin on page 76.

Each major is designed to guide students through the acquisition of specialized knowledge of an academic discipline or professional area. Some majors include preparation for specific careers. All majors ensure that students develop the skills of critical thinking, effective communication, and ethical decision-making that are appropriate within the discipline or area.

The program of study required for each major includes a minimum of 30 semester hours of credit beyond the Core Curriculum, at least 12 of which are in upper-level (300-400) courses.

Regulations for formal declaration of a major appear on page 46.

Each degree candidate selects a major field of study by the beginning of the junior year. Some major field requirements also satisfy Core Curriculum requirements.

INDIVIDUALIZED MAJOR

Students whose interests cross traditional disciplinary and departmental lines, and who are not interested in the possibility of a dual major, may design their own major under the direction of two faculty advisors. A student who undertakes this challenge works with his or her advisors to prepare a proposed study plan that includes the major's relevance to the student's academic goals and career interests. (NOTE: Because of accreditation and other issues, individualized majors may not be suitable in certain combinations of disciplines.)

Plans for individualized majors must be approved by two faculty advisors in the disciplines of the proposed degree and the Vice President for Academic Affairs. Approved plans reflect the coherence and depth of a traditional major. Other degree requirements, such as Core Curriculum, remain in effect for students pursuing individualized majors.

Students may apply for an individualized major any time after completion of the first semester of work at the College and not later than the beginning of the junior year. A GPA of at least 2.5 is required for approval. Interested students should consult with their academic advisors or the Vice President for Academic Affairs as early as possible in their careers at the College.

Requirements for the Individualized Major

(1) At least forty two (42) semester hours in courses that constitute a coherent field of study outside of traditional disciplinary lines, including at least three semester hours representing a culminating integrative experience in the major (e.g., a senior essay, an independent study project, or an internship, or other capstone experience).

(2) At least eighteen (18) semester hours from a single department.

(3) Approval by two faculty advisors and the Vice President for Academic Affairs.

MINORS

A student may elect to pursue an optional minor. The program of study for each minor includes a minimum of 12 semester hours. Some courses in minors may require prerequisites in other fields. Thirty-seven minors are offered: Accounting; Art; Athletic Training; Biology; Business Administration; Chemistry; Church Leadership; Church Leadership AIM; Church Music; Coaching; Communications; Community Service Studies; Computer Science; Creative Writing; Criminal Justice; English; Environmental Science; Graphic Design; Health; History; Jazz Studies; Mathematics; Management Information Systems; Military Science Leadership; Music; Music Business; Philosophy; Physics; Political Science; Psychology; Religion; Social Media; Sociology; Social Work; Spanish; Speech; Sport Management; and Theatre.

Specific course requirements for minors are listed in the section entitled Majors, Minors, and Concentrations beginning on page 76.

The process of acquiring a liberal arts education is, by its nature, a lifelong one. The Core Curriculum, the major, and an optional minor can combine to initiate the student into this continuing quest for knowledge.

The purpose of the minor is to strengthen the bachelor's degree by providing a bridge between the student's field of concentration and the broad-based liberal arts Core curriculum.

The role of the major is to give depth to a student's program of study; viewed from this perspective, the optional minor adds an important measure of breadth. From the standpoint of the Core Curriculum, the minor adds a dimension of depth by allowing the student to pursue a secondary area of concentration.

One of the central objectives of Newberry College is to provide the resources through which the student may "gain a basic knowledge of the arts, humanities, social sciences, and natural sciences as expressions of human culture and as ways of understanding the world and our place in it." By offering the minor, the College lends solid support not only to this objective but also to the liberal arts tradition as a whole.

Minor requirements will be under the College Catalog in effect at the time the Minor Form is signed. Eight hours of the minor must be completed at Newberry College.

ELECTIVES

Each student has the opportunity to select courses that are not a part of the Core, Major or Minor requirements. The student is free to select any course in this Catalog, realizing that certain courses list prerequisites needed before enrollment.

NON-MAJOR AND NON-MINOR COURSES OF STUDY

In addition to majors and minors, the curriculum includes courses in College Life (COL), Economics (ECO), Geography (GEO), Greek (GRE), Honors (HON), Humanities (HUM), Science (SCI), and Social Sciences (SSC), which students may select as electives or as program requirements for various majors and minors.

Course descriptions are provided in an alphabetic listing by discipline.

DUAL DEGREE PROGRAM WITH OTHER UNIVERSITIES, INSTITUTIONS

See page 57.

Forestry and Environmental Management Duke University

PRE-PROFESSIONAL TRACKS

See pages 58-60.

- | | |
|----------------------|-----------------------|
| Chiropractic | Pharmacy |
| Dentistry | Physical Therapy |
| Law | Physician’s Assistant |
| Medicine | Seminary |
| Occupational Therapy | Veterinary |

MAJORS, MINORS, and CONCENTRATIONS

1. Department of Arts and Communications: Mr. Patrick Gagliano, Department Chair

Degree	Majors	Concentrations	Minors
B.A.	Theatre	Acting Directing Technical	Speech Theatre
B.A.	Art		Art
B.A.	Graphic Design		Graphic Design
B.A.	Social Media		Social Media
B.A.	Communications		Communications

2. Department of Business Administration: Dr. Joseph Franklin, Department Chair

Degree	Majors	Concentrations	Minors
B.A.	Business	Organizational Management	
B.A.	International Studies	Business Administration Foreign Language Political Science	
B.S.	Accounting Business Administration		Accounting Business Administration Management Information- Systems

3. Department of Humanities: Dr. David Rachels, Department Chair

Degree	Majors	Concentrations	Minors
B.A.	English	Secondary Education	English Creative Writing
B.A.	Spanish		Spanish
B.A.	History	Secondary Education	History
B.A.	Religion & Philosophy	Religion Philosophy	Religion Philosophy
B.A.	Church Leadership	Church Administration Christian Education Music Ministry Youth Ministry	Church Leadership Church Leadership AIM (Associates in Ministry Certification)

4. Department of Music: Dr. Victor Vallo, Department Chair

Degree	Majors		Minors
B.A.	Music	General	Church Music Jazz Studies Music Music Business
B.A.	Music	Emphasis Church Music	
B.M.E.	Music Education	Concentration Choral Instrumental	
B.M.	Performance	Instrumental Vocal	

5. Department of Nursing: Dr. Betsy McDowell, Department Chair

Degree	Majors	Concentrations	Minors
B.S.	Nursing		

6. Department of Sciences and Mathematics: Dr. Christina McCartha, Department Chair

Degree	Majors	Concentrations	Minors
B.S.	Biology	Secondary Education Environmental Studies	Biology Environmental Science
B.S.	Chemistry	Forensic Chemistry Secondary Education Biochemistry	Chemistry
B.S.	Mathematics	Secondary Education Actuarial Science Physics	Computer Science Mathematics Physics

7. Department of Social and Behavioral Sciences: Dr. Vinetta Goodwin Witt, Interim Department Chair

Degree	Majors	Concentrations	Minors
B.A.	Political Science		Political Science
B.A.	Psychology	Forensic Psychology	Psychology
B.A.	Sociology		Community Service Studies Criminal Justice Social Work Sociology

8. Department of Sport Professions: Ms. Gretchen Haskett, Department Chair

Degree	Majors	Concentrations	Minors
B.S.	Physical Education	Leisure Services Sport Management Teacher Certification	Athletic Training Coaching Sport Management Health

9. Department of Teacher Education: Ms. Jennifer Morrison, Department Chair

Degree	Majors	Concentrations	Minors
B.A.	Early Childcare Management		
B.S.	Early Childhood Education		
B.S.	Elementary Education		
B.S.	Middle Level Education		

10. Military Science: LTC Brian Donley, Coordinator

Degree	Majors	Concentrations	Minor
			Military Science Leadership

2007 CORE CURRICULUM

2007 CURRICULUM REQUIREMENTS FOR A NEWBERRY COLLEGE DEGREE

The candidate for a degree from Newberry College qualifies by satisfactorily completing a minimum of 126 semester hours with the proper grade-point average including specified courses, by satisfying the Communication Across the Curriculum Program requirement (page 47) and by fulfilling the Fine Arts and Lectures requirement (page 48). The degree program includes the Core Curriculum, major field requirements, electives, and the Fine Arts and Lectures requirement.

Regardless of which major is chosen, degree candidates include in their program of study specified areas of work designed to broaden training and to provide a foundation on which to build a liberal arts education.

2007 CORE CURRICULUM REQUIREMENTS FOR A NEWBERRY COLLEGE DEGREE FOR STUDENTS WHO ENTERED NEWBERRY COLLEGE ON OR AFTER AUGUST 17, 2007 AND BEFORE AUGUST 19, 2014

The Newberry College 2007 Core Curriculum requires **52-56** semester hours of **ALL** students in the following areas:

A. COLLEGE LIFE 1-3 hours

1. COL 101, First Year Experience- Introduction (**2 hours**) and
2. COL 102, First Year Experience-Engagement (**1 hour**), or
3. COL 105 (**1 hour - Music majors only**)

B. ORAL AND WRITTEN COMMUNICATION SKILLS 9 hours

1. SPE 110 (**3 hours**)
2. ENG 111, 112 (**6 hours**)

C. HUMANITIES AND FINE ARTS 9 hours

1. One ENG course from ENG 221 or higher (**3 hours**)
2. One designated course from ENG, HUM, PHI, SPA 300 level Literature, ART 211, MUS 150/151, SPE 204 (**3 hours**), or HON 101 or HON 102 (**4 hours**)
(*PHI 110 or HUM 101 do not satisfy the Humanities/Fine Arts requirement of the Core.*)
3. Three semester hours of ART, MUSIC, or THEATRE courses, as designated by department (**3 hours**) Music Education majors take MUS 342.

OR - HON 101 & HON 102 satisfy **all** Core class requirements for **Area C**.

Note: Music majors are encouraged to take art or theatre to broaden their perspectives.

D. NATURAL SCIENCES AND MATHEMATICS 10-12 hours

1. One designated Laboratory Science (BIO, CHE, PHY, or SCI) (**4 hours**)
2. One designated MAT course (**3-4 hours**)
3. One additional course from BIO, CHE, PHY, SCI, CSC, MAT, PHI 110, SSC 230, HON 201, or HON 202 (**3-4 hours**)

OR - HON 201 & HON 202 satisfy Core requirements for **D1 & D3**

E. HISTORY AND SOCIAL SCIENCES 9 hours

1. HIS 111, 112, 121, or 122 (**3 hours**)
2. TWO 3-hour courses, selected from TWO different of the following areas: ECO, GEO, HIS, POS, PSY, SOC (**6 hours**) or HON 301 or HON 302

OR - HON 301 & HON 302 satisfy **all** Core class requirements for **Area E**.

F. RELIGION AND ETHICS 12 hours

1. Complete one of the options: 1-a or 1-b (**6 hours**)
 - a) REL 111 and REL 112; or
 - b) REL 110 and any additional religion or ethics course or MUS 341.
2. One of the following Reformation courses: (**3 hours**) HIS 322, REL 203, REL 207, REL 322, REL 380
3. One of the following ethics courses: (**3 hours**)
BUA 311, PHI 120, PHI 220, PHI 312, REL 213, SCI 114

Note: Students taking REL 111 or REL 112 may not take REL 110 or vice versa.

G. PHYSICAL EDUCATION 2 hours

1. Two semester hours selected from:
TWO different PHYSICAL EDUCATION activity courses: PHE 099, PHE 100, PHE 101, PHE 102, PHE 103, PHE 104, PHE 108, PHE 109, PHE 110, PHE 111, PHE 112, PHE 113, PHE 114
or MUE 101 and ONE PHYSICAL EDUCATION activity course;
or MILITARY SCIENCE courses (**2 hours**)

Note: Student athletes participating in varsity level sports at Newberry College earn 1 hour credit for each full season of participation (up to a total of 2 hours), which may be substituted for Physical Education activity courses.

H. OTHER GRADUATION REQUIREMENTS

1. **COMMUNICATION ACROSS THE CURRICULUM PROGRAM**
(CACP) – *See requirements-page 47*
2. **FINE ARTS & LECTURES EVENTS**
(FAL) – *See requirements-page 48.*

2014 CORE CURRICULUM REQUIREMENTS FOR A NEWBERRY COLLEGE DEGREE FOR STUDENTS WHO ENTERED NEWBERRY COLLEGE ON OR AFTER AUGUST 19, 2014

BACKGROUND: In summer 2012 a Core Committee was formed and charged with developing a new Newberry College Core Curriculum. At that time, it was determined that a new Core Curriculum was necessary in order to better enable Newberry College students to meet general education competencies, including critical thinking, communication, and quantitative literacy. Also, the 2014 Core Curriculum was designed to better align with the new Newberry College Mission Statement and goals, which emphasize intellectual development, personal development, meaningful vocation, and engaged citizenship in a global society. Through the Core Curriculum, students are expected to encounter the basic content and methodology of the principal areas of knowledge: humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics, while learning basic skills to help prepare for life after graduation. In order to achieve these objectives, the new Core Curriculum was structured around the Newberry College Learning Ecosystem:

- Personal and Community Formation (“purpose focus”) – First-year core consisting of common courses for all freshmen, including Inquiry courses
- Liberal and Empathetic Education (“knowledge focus”) – Clusters of study/Perspectives Courses/Tagged Courses
- Professional and Knowledge Expertise (“expertise focus”) –Capstone experience within each major (hours within major)
- Collaborative Learning and Practice (“collaborative focus”) –thematic/interdisciplinary courses
- Intellectual, Social, and Civic Engagement (“praxis focus”) Student Internships/Practicums/Study Abroad or Study Away

DESCRIPTIONS of Course Types:

Inquiry Courses (INQ): a thematic, academic-based, writing and oral intensive course that serves as an introduction to the QEP (Quality Enhancement Plan) and VBL (Values Based Learning). Some course meetings will build assignments around a unique theme, while other course meetings will be common curriculum based on the QEP/VBL.

Perspectives Courses: courses designed to provide a basis in liberal arts. These courses will develop the critical thinking skills gained in the freshman INQ courses and expand knowledge in Humanities and Fine Arts.

Capstone Experience: senior-level, discipline-specific course that integrates program learning outcomes and may include methods, skills, research, and practice. These courses are part of the major with credit hours determined by the department.

Interdisciplinary Coursework (IDS): using methodologies of one discipline to expand learning in multiple disciplines. These creative courses should integrate a theme or topic that is more effectively examined and explored through a multi-disciplinary approach. These courses could involve team teaching, but team teaching is not required.

These courses should be capped at 15 students, and at least one of these interdisciplinary courses must be outside the student’s department.

Experiential Learning—applied learning that ay incorporate engaged learning experiences or projects, such as civic engagement, service learning, community-based learning, etc. This work is part of the major and the credit hours are determined by the department. These experiences include Internships, Program Practicums, Clinicals, Study Abroad and Study Away.

Tagged Courses—designed to meet specific core student learning outcomes that support the College mission and goals. Note that no course may have more than two tags. The Core Curriculum Committee reviews and approves/denies course proposals for tagged courses annually to make certain that each course meets minimum course content requirements. Tagged courses may change from year to year, so students and faculty should consult the most recent edition of the Newberry College Catalog to determine tagged courses for a given academic year.

May Term—At least one May Term experience is required for all students entering under the 2014 Core Curriculum. May Term experiences are limited to Interdisciplinary Courses and Experiential Learning, including Study Abroad or Study Away, internships, Practicums, and Clinicals.

OUTLINE OF 2014 CORE CURRICULUM:

A. Personal & Community Formation

ENG 113 (3 credit hours)
INQ 101 (3) [*Required of all freshman students*]
MAT 111, 121, 150, or 211 (3)
FIT 1XX (2)

B. Liberal & Empathetic Education— a single course may not satisfy any multiple requirements in this area.

OCC (Oral Communication)-SPE 110 (3 credit hours)
HFA (One additional designated Humanities: ENG, HUM, ART, MUS, THE) (3)
FLC (Foreign Language) (0-3)
GL1 (Global Learning 1=cultures) (3)
GL2 (Global Learning 2=perspectives) (3)
GL3 (Global Learning 3=application of knowledge) (3)
REL 121-129 (3)
LSC (Lab Science) (4)
QLC (Quantitative Literacy) (3)

C. Professional Knowledge & Experience – Designated Course in Major

D. Collaborative Learning & Practice

Two Interdisciplinary (IDS) Courses (3 credit hours each)

E. Intellectual, Social, & Civic Engagement – Designated Course in Major

F. Tagged Courses - In addition to the specific course requirements listed in areas A-E, students must also choose tagged courses from the following areas. Note that a course may have no more than two tags:

ET (Ethics) (3 credit hours *as part of student's major*)
Two CE (Civic Engagement) Courses (3 credit hours each)
SB (Social and Behavioral Sciences) (3 credit hours)
Three WI (Writing Intensive) Courses (*at least one WI course must be outside the student's major*) (3 credit hours each)

G. One May Term Course - Interdisciplinary Course or Experiential Learning

H. College Graduation Requirement: Fine Arts and Lectures - twenty-four approved FAL events or prorated (See page 48).

MAJOR , MINOR, AND CONCENTRATION REQUIREMENTS AND COURSE DESCRIPTIONS

COURSE NUMBERS

A change in course numbering has been indicated in the Catalog by placing the new number followed by the old number in parentheses on the line above the course title, for example, EDU 232 (PSY 332) Students will not receive additional credit for such a course if the course is taken more than one time. In the example, students will not receive credit for both EDU 232 and PSY 332.

098-099 level courses provide developmental studies for students. Placement in these courses is based on ACT/SAT scores. These courses will not be included in the required course load of an average of 30 hours per academic year to acquire or maintain LIFE scholarships.

100-level courses introduce the basic content and fundamental methods of an academic discipline.

Whether designed for prospective majors, non-majors, or transients, course content assumes that students have no prior exposure to the field of study. Although enrollment is unrestricted, freshmen and sophomores typically predominate.

200-level courses include broad surveys of the disciplinary tradition and careful elaborations of the principles underlying its subdivisions. Course content requires little experience in the areas and provides students with particular, intentional guidance. Enrollment often includes students from every classification.

300-level courses involve specialized treatment of narrow issues within the discipline or development of professional skills for its practice. Intended for students pursuing a major or minor, course content builds upon the knowledge and abilities acquired in earlier course work. Enrollment comprises juniors and seniors, but some sophomores with appropriate preparation may be admitted.

400-level courses include seminars, independent study courses, and experiential learning opportunities.

Course content demands significant amounts of self-directed research by students who are culminating a protracted pursuit of the discipline. Enrollment is restricted to juniors and seniors in the field.

FREQUENCY OF COURSE OFFERINGS

The frequency with which each course is offered is stated in the description of each course. Courses not required for the major, minor, or the Core Curriculum may be offered upon consultation with the department chair and advisor. The courses are designated as “Offered at departmental discretion.”

EXPLANATION OF COURSE LABEL

Each course is labeled with a prefix designating the course type or discipline (ENG—English), a number designating the course level (111—course typically taken by freshmen), the name of the course (Freshman Composition and Introduction to Library Research), and a number in parentheses (3) designating the number of semester hours credit the course awards.

PREREQUISITE AND CO-REQUISITE DEFINITIONS

Prerequisite is a mandatory course or specified requirement prior to taking an advanced course. Co-requisite is an academic course required to be taken in conjunction with another course.

SUBJECT AREA ABBREVIATIONS:

ACC	Accounting	HIS	History
ART	Art	HON	Honors
BIO	Biology	HUM	Humanities
BUA	Business Administration	INQ	Inquiry Courses
CHE	Chemistry	ISC	International Studies & Commerce
COL	College Life	MAT	Mathematics
COM	Communications	MIS	Management Information Systems
COS	Community Service	MSC	Military Science
CRW	Creative Writing	MUA	Applied Music
CSC	Computer Science	MUE	Music Ensembles
ECE	Early Childhood Education	MUS	Music
ECM	Early Childhood Management	NUR	Nursing
ECO	Economics	OMP	Organizational Management
EDU	Education	PHE	Physical Education
ELE	Elementary Education	PHI	Philosophy
EMD	Middle School Education	PHY	Physics
ENG	English	POS	Political Science
ENV	Environmental Science	PSY	Psychology
FIT	Fitness for Life	REL	Religion
FRE	French	SCI	Science
FSC	Forensic Science	SOC	Sociology
GEO	Geography	SOM	Social Media
GER	German	SPA	Spanish
GPD	Graphic Design	SPE	Speech
GRE	Greek	SSC	Social Sciences
HLT	Health	SWK	Social Work
		THE	Theatre

Accounting (ACC)

Department of Business Administration
Dr. Joseph W. Franklin, Department Chair

Accounting Faculty:

Assistant Professors: Leighton A. Hartzog, CPA; Susan B. Shurden, MPA

Emphasizing teamwork, ethics and leadership skills this program prepares students for careers in finance and accounting. Majors will earn 126 credit hours and receive the Bachelor of Science Degree in Accounting. Graduates are encouraged to take the CPA Exam. In addition to a wide variety of accounting courses, students will also take related business administration courses including: Principles of Macro- and Microeconomics, Business Law, Business Ethics, Personal and Corporate Finance, Management and Marketing.

Oversight for the Accounting program is provided by the Business Administration Advisory Committee, consisting of practicing CPAs and other professionals in the business community. The Department also sponsors one of the longest running chapters of Phi Beta Lambda (student business club) in the country. Accounting majors are encouraged to join.

Graduates of this program will demonstrate:

1. Mastery of the *Code of Professional Conduct* articulated by the American Institute of Certified Public Accountants
2. Honesty and integrity in all areas of postsecondary scholarship

3. The ability to work effectively in groups
4. The ability to meet project requirements in a timely and accurate manner
5. Leadership skills in finance and accounting
6. The highest personal and ethical conduct

Course Descriptions

See pages 92-96 for course descriptions in Business Administration (BUA).

See pages 157-159 for course descriptions in Management Information Systems (MIS).

See pages 115-116 for course descriptions in Economics (ECO).

Accounting Major (B.S. Degree) Requirements (60 hours)

The major in Accounting consists of 60 hours including:

- 24 hours: Business Administration 210, 220, 241, 260, 311, 341, 342, 432, 472;
- 6 hours: Economics 210, 220;
- 6 hours: Management Information Systems 210, 310;
- 24 hours: Accounting 210, 220, 311, 312, 341, 421, 432, 462.

Accounting Minor

For a minor in Accounting, the student must meet all College requirements for a minor field of study and take 18 hours: ACC 210, 220, 311, 421, 432, and 462.

Grade Requirements

All Accounting Major/Minor students are required to earn a 'C' or higher in major courses with prefixes of BUA, ACC, MIS, and ECO.

Technology Requirements for the Accounting Major/Minor:

To meet program objectives for the academic year 2014-2015 and to provide access to technology, accounting students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the fully functional 2010 or 2013 Microsoft Office Suite, which includes Microsoft Access, Word, PowerPoint, and Excel. Accounting students need applications unavailable in Windows 365.

Course Descriptions

ACC 210. Principles of Financial Accounting. (3)

A user-oriented introduction to the financial accounting process and the analysis and interpretation of financial accounting information. Emphasizes the objectives and format of general purpose financial statements; the major financing, investing, and operating activities of the typical firm; and how these activities are reflected in general purpose financial statements.

Offered every semester.

ACC 220. Principles of Managerial Accounting. (3)

Prerequisite: ACC 210.

A user-oriented introduction to traditional and contemporary accounting systems to facilitate managerial planning and control. Emphasizes the analysis and interpretation of internal accounting information to support operational, tactical, and strategic decision-making.

Offered every semester.

ACC 311 Intermediate Accounting I. (3)

Prerequisite: ACC 220.

An in-depth study of the theory and practice of corporate financial reporting. Focuses on generally accepted accounting principles, which form the foundation for the study of income determination, balance sheet presentation, and cash flow reporting. Deficiencies in current standards, as well as emerging issues, are presented as appropriate. ACC 311 emphasizes the theoretical foundations of general purpose financial reporting, the conceptual framework, the accounting cycle, and asset valuation and disclosure.

Offered fall semester.

ACC 312 Intermediate Accounting II (3)

Prerequisites.: ACC 210 and ACC 311.

A continuation of the study of corporate financial reporting (ACC 311). This course emphasizes the measurement and disclosure of liabilities and stockholders' equity, as well as issues related to cash flows and operation reporting.

Offered spring semester.

ACC 341 Governmental and Not-for-Profit Accounting (3)

Prerequisite: ACC 210.

A study of the unique aspects for governmental and nonprofit entities. This course emphasizes the conceptual differences between reporting for business and non-business organizations and the application of appropriate accounting principles for non-business accounting venues.

Offered spring semester.

ACC 421 Cost of Accounting. (3)

Prerequisite: ACC 220.

An in-depth study of the creation and interpretation of cost information for the purpose of facilitating management decisions. This course examines the theory and concepts underlying conventional product/ service cost systems, the environmental forces that have contributed to the obsolescence of traditional cost accounting systems, and the corresponding emergence of modern cost management systems. Topics include traditional and contemporary cost behavior analysis job order and process cost accounting systems, and activity-based cost management systems.

Offered fall semester.

ACC 431 Business Taxation. (3)

A study of business taxes including: C Corporations, S Corporations, Limited Liability Companies, Sole Proprietorships and selected individual income tax topics. Due to ongoing changes in tax code, students should plan to take this course during the senior year.

Offered fall semester.

ACC 432 Individual Income Tax. (3)

An in-depth study of personal income taxation including filing methods, exemptions, deductions, and tax minimization strategies. Students will be required to evaluate and prepare income taxes using a variety of tax scenarios.

Offered spring semester.

ACC 462 Auditing. (3)

Prerequisite: ACC 210.

A study of the theoretical concepts and professional standards underlying the attestation process. Focuses on procedures used in the audit process, including evidence gathering, analysis, and reporting. Students are encouraged to take one of the recommended ethics courses either before or in conjunction with ACC 462.

Offered fall semester.

Art (ART)

Department of Arts and Communications
Mr. Patrick Gagliano, Department Chair

Art Faculty:

Professor: Bruce Nellsmith, M.F.A.

Associate Professor: Paula Riddle, M.A.T.

Adjunct Professors: Marjorie Huwa, B.F.A.;

Department of Arts and Communications Mission and Values Statement:

The Department of Arts and Communications prepares students for successful academic careers, vocations, and the ability to make a positive artistic impact on their communities. Through theory and application, and by nurturing skills in performing, visual, and mass communications arts, the Department exposes students to a variety of media, performance, and technological experiences that may serve to expand each student's vision beyond the traditional forms.

All societies and all peoples have for all time created art in order to understand the world, to document the world, and to change the world. Much of what we know of the history, experiences, and evolution of humanity, we have gathered from the study of art, architecture, and artifacts. From cave paintings to Gothic cathedrals to computer imaging, art has defined and will continue to define humanity. The Art curriculum is designed to prepare the student to understand and accept the challenges of the past, embrace the present, and approach the future with integrity and insight.

The Art curriculum is designed to:

- (1) provide students with skills and experience necessary to become active, exhibiting fine artists; (2) prepare students to pursue graduate study;
- (3) create young artists with the integrity, quality, and ability to have some positive and progressive impact on the world of art and on their community;
- (4) expose students to a variety of media and new technologies that may serve to expand each artist's vision beyond the traditional art forms.

Although the Art curriculum places an emphasis on traditional forms of art such as painting, sculpture, printmaking, and drawing, students have pursued careers in advertising, museum studies, art history, architecture, commercial and fashion design. Other options include landscape architecture, arts management, graphic design for television and movie studio productions, illustration and layout design for magazines.

Major Requirements

Students pursuing a B.A. degree and majoring in Art must complete a total of 36 semester hours in a prescribed course of study.

Art Major (B.A. degree) (33 hours)

Students majoring in Art must complete ART 101, 102, 161, 171, 212, 221, 231, 241; six additional hours in drawing, painting, printmaking, or clay art ceramics; and three elective hours from the Art area or GPD 220 and/or GPD 320 for a total of 33 hours. Six hours must be at the 300-400 level.

Art Minor Requirements (15 hours)

The Art minor requires 12 hours from the Art area in addition to ART 181 or ART 211 for a total of 15 hours.

Core Curriculum

The following Art courses meet 2007 Core Curriculum requirements:

The Art courses meeting the Core Curriculum requirements in the Humanities, Area C-2, are ART 211, *History of Western Art I* (3ch) and ART 212, *History of Western Art II* (3ch).

The Art courses meeting the Core Curriculum requirements in the Fine Arts, Area C-3, are ART 101 *Introduction to Studio Art*, ART 102 *Three Dimensional Design*, ART 131 *Watercolor I*, ART 171 *Clay Arts I*, ART 181 *Basic Arts Concepts and Techniques*, ART 221 *Drawing I*, ART 231 *Painting I*, ART 241 *Printmaking I*, and ART 274 *Sculpture I*.

The following Art courses meet 2014 Core Curriculum requirements:

ART 211 *History of Western Art I* (GL 1), and ART 212 *History of Western Art II* (GL 1) satisfy Core Curriculum requirements in Global Learning.

ART 211 *History of Western Art I* (GL 1), and ART 212 *History of Western Art II* (GL 1) satisfy Core Curriculum requirements in Expression/Humanities and Fine Arts.

Fees:

- ART 101, 102, 131, 171, 181, 221, 271, 274, 321, 372, 375, 376, 421, 422,—A \$75 fee is charged to cover cost of materials.
- ART 241, 242, 342, 343—A \$95 fee is charged to cover cost of materials.
- ART 231, 331, 431, 432—A \$125 fee is charged to cover cost of materials.

ART STUDY-ABROAD PROGRAM

The Department of Arts and Communications offers students the opportunity to receive academic credit for study abroad through an articulation agreement with the University of Georgia Studies Abroad, Cortona, Italy. Credit may be earned for a summer, a semester, or two semesters. Normally, the cost of tuition, room, and board will not exceed expenses for the same period of time on the Newberry College campus. Most or all academic scholarships and financial aid apply towards the cost of the program. Tuition is paid, just as in a normal semester on campus, at Newberry College.

This opportunity is available to majors and non-majors alike with the recommendation of the Art Faculty.

COURSE SEQUENCE:

Each studio course designated with (3*) carries three semester hours credit and meets for four hours each week. Courses should be taken in numerical sequence in area of study.

Technology Requirements for the Department of Arts and Communications

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, art students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

ART 101. Studio Art I. (3)

A studio course introducing a variety of materials and methods of artistic expression through studio experiences in drawing, printing, painting, and three-dimensional work. This course is designed as an introduction to art for the non-art major as well as the art major.

ART 101 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area C-3.

A \$75 fee is charged for cost of materials.

Offered every semester.

ART 102. Three Dimensional Design. (3*)

Basic concepts of three-dimensional art and design are investigated via problem solving projects employing a variety of materials, processes and tools

ART 102 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area C-3.

A \$75 fee is charged for the cost of materials.

Offered spring semester.

ART 131. Watercolor I. (3)

Methods and techniques designed to introduce the beginning student to watercolor as both a sketching, problem solving, planning medium for the artist, as well as a medium suitable for finished works.

ART 131 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area C-3.

A \$75 fee is charged for the cost of materials.

Offered fall semester.

ART 171. Clay Arts/Ceramics I. (3)

Introduction to ceramics including throwing techniques, hand building, and clay as a medium for sculpture. The history of ceramics is examined from its roots as craft or utilitarian vessels, its significance as a surface for decoration, and/or narrative images up to its elevation as a contemporary art form.

ART 171 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area C-3.

A \$75 fee is charged for cost of materials.

Offered spring semester.

ART 181. Art Concepts and Techniques. (3)

An Art Appreciation Course. A lecture and studio course covering the techniques and concepts that artists employ including media, methods, theory, composition, style, and content presented within the context of the historical period that best represents the respective subject. Various concepts/exercises are explored up to Contemporary Art.

ART 181 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area, C-3.

A fee of \$75 is charged for the cost of materials.

Offered every semester.

ART 211. History of Western Art I (3)

As an introduction to the visual arts, the course will be conducted through formal analysis and historical placement. This course is designed to give the student an understanding of the development of the visual arts via a survey of its evolution over time, its fundamentals, nature, and influences. Art period covered from Prehistoric Art to the 15th Century Pre-Renaissance.

ART 211 satisfies the 2007 Core Curriculum requirements for Fine Arts, Area C-2 or C-3.

ART 211 satisfies the 2014 Core Curriculum requirements for GL 1.

Offered every semester.

ART 212. History of Western Art II (3)

This course is designed to give the student an understanding of the development of the visual arts via a survey of its evolution over time, its fundamentals, nature, and influences. The course will be conducted through formal analysis and historical placement. Art period covered from 15th Century Pre-Renaissance to Modern Art.

No prerequisite.

ART 212 satisfies the 2007 Core Curriculum requirements for Fine Arts, Area C-2 or C-3.

ART 212 satisfies the 2014 Core Curriculum requirements for GL 1.

Offered every semester.

ART 221. Drawing I. (3*)

Prerequisites: ART 101 or ART 181 or permission of instructor.

An introduction to basic drawing media and methods consisting of the study of the Masters' drawings, drawing from observation, and abstraction. Emphasis placed on technique, method, composition, abstract qualities, and content.

ART 221 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area C-3.

A \$75 fee is charged for cost of materials.

Offered every semester.

ART 231. Painting I. (3*)

Prerequisites: ART 101 or ART 221 or permission of instructor.

An introduction to basic painting media and methods consisting of the study of old and contemporary Masters' works, color theory, composition, and technique. Subjects covered include landscape, still-life, the figure, and abstraction.

ART 231 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area C-3.

A \$125 fee is charged for cost of materials.

Offered every semester.

ART 241. Printmaking I. (3)

Prerequisites: ART 101 or ART 221 or permission of instructor.

An introduction to relief, intaglio, and monotype processes.

ART 241 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area C-3.

A \$95 fee is charged for cost of materials.

Offered at departmental discretion.

ART 242. Printmaking II. (3)

Prerequisite: ART 241.

Intermediate problems in intaglio. Emphasis is placed on new and experimental methods of printmaking, including intaglio, monotypes, plastic, copper plate etching and aquatints.

A \$95 fee is charged for cost of materials.

Offered at departmental discretion and taught in conjunction with ART 241.

ART 271. Clay Arts/Ceramics II. (3)

Prerequisite: ART 171.

Intermediate problems in ceramics including more advanced exploration of the clay arts form. Emphasis is placed on the production of larger scale, more finished pieces, and the development of individual concepts and techniques.

A \$75 fee is charged for cost of materials.

Offered at departmental discretion and taught in conjunction with ART 171.

ART 274. Sculpture I. (3*)

Prerequisite: ART 102.

Introduction to sculpting techniques and construction techniques in a variety of media including welded steel, sandstone, clay, wood, and simple casting techniques.

ART 274 satisfies the 2007 Core Curriculum requirement for Fine Arts, Area C-3.

A \$75 fee is charged for cost of materials. Offered at department discretion.

ART 321. Drawing II/Life Drawing. (3*)

Prerequisite: ART 221.

Directed study with an introduction to various media. Emphasis placed on drawing from the live model and anatomy.

A \$75 fee is charged for the cost of materials. Offered at departmental discretion.

ART 331. Painting II/Life Painting. (3*)

Prerequisites: ART 221, 231.

Intermediate problems in painting with an emphasis on the exploration of media. Emphasis on painting from the live model and anatomy.

A \$125 fee is charged for the cost of materials. Offered at departmental discretion.

ART 342, 343. Printmaking III. (3*)

Prerequisite: ART 241.

Advanced problems in printmaking, with an emphasis on developing individual concepts and exploring complex and experimental methods.

A \$125 fee is charged for the cost of materials. Offered at departmental discretion and taught in conjunction with ART 241.

ART 372. Art for Early Childhood/Elementary Teachers. (3)

An introduction to the materials and methods of organizing artistic activities for children, including teaching strategies, developmental theories, and historical bases, with studio experiences in art media for children.

Required of all Early Childhood and Elementary Education majors.

A \$75 fee is charged for the cost of materials. Offered at departmental discretion.

ART 375, 376. Clay Arts III. (3*)

Prerequisite: ART 271.

Advanced problems in clay arts and ceramics, with an emphasis on the realization and production of a personal oeuvre and the exploration of complex and experimental techniques. The chemistry of glazes, clay bodies, and a variety of firing techniques will also be covered.

A \$75 fee is charged for the cost of materials.

Offered at departmental discretion and taught in conjunction with ART 171.

ART 421, 422. Drawing III. (3*)

Prerequisite: ART 321.

Drawing for the advanced student with an emphasis on developing individual concepts and techniques.

A \$75 fee is charged for the cost of materials.

Offered at departmental discretion and taught in conjunction with ART 321.

ART 431, 432. Painting. (3*)

Prerequisite: ART 331.

Painting for the advanced student with an emphasis on individual concepts and techniques.

A \$125 fee is charged for the cost of materials.

Offered at departmental discretion and taught in conjunction with ART 331.

ART 490. Special Studies. (1-12)

Research, New, Experimental, or Collaborative Art Forms, Study Abroad, or topics that are not covered by the regular curriculum offered by the Department of Art. Proposals for Special Studies require the prior approval of the Chair of the Department and may require the approval of the Vice President for Academic Affairs.

Additional costs may apply when studies involve travel or off-campus settings.

This course is repeatable.

ART 491, 492. Independent Study. (1-3, 1-3)

Self-directed study in a specialized area of art.

Enrollment limited to juniors and seniors with permission of Department Chair.

Subject to rules and regulations on page 61.

ART 495. Internship. (1-6)

Internships are directed learning in a professional work environment or non profits organization related to the Visual Arts field. Limited to Art majors and minors. Proposals for an Internship may require the prior approval of the Chair of the Department and may require the approval of the Vice President for Academic Affairs. Additional costs may apply when studies involve travel or off-campus settings.

Subject to rules and regulations on page 62.

Biology (BIO)

Department of Sciences and Mathematics
Dr. Christina McCartha, Department Chair

Biology Faculty:

Professors: Bret Clark, Ph.D., Charles Horn, Ph.D.

Assistant Professors: Catherine Lovett, Ph.D., Valarie Burnett, Ph.D.

Adjunct Faculty: Druie Cavender, Ph.D.

The completion of a course of study for the Bachelor of Science degree in Biology will prepare a student for professional schools of medicine, dentistry, optometry, physical therapy, and veterinary medicine as well as prepare a student for admission to graduate schools of biology.

The Department offers a prescribed program of courses for students who wish to become certified as secondary-level biology teachers. This curriculum requires the completion of both science and education courses.

The Environmental Studies concentration is a new addition to the biology curriculum for the 2013-2014 academic year. Outcomes of the “environmental movement” have included a growth in federal regulations to improve the environment and subsequently increase the value of environmental education in the country. Environmental principles and concepts of this concentration can be used through a variety of applications including natural ecosystems, human impact on nature, and human health. Students can then be ready for jobs in the environmental field or for application to graduate school.

Some of the courses required for biology majors may have prerequisites that will require additional course work; some may fulfill Core requirements.

In order to emphasize the concepts and principles that underlie the topics covered in the major, laboratory investigations are utilized with lectures, discussions, library work, and individual research projects. Independent study and directed laboratory research are available in connection with some courses.

Lectures and seminars are sponsored by the department to complement the curricular programs.

Program Learning Outcomes

Graduates with a B.S. in Biology will be able to:

1. Demonstrate an understanding of nature and its impact on humans.
2. Apply science and technology in class work and in real-world situations.
3. Properly collect and analyze scientific data.
4. Communicate effectively, both orally and in writing.
5. Demonstrate critical thinking and/or problem solving skills.

Biology Major (B.S. degree) Requirements (63-66 hours)

A Bachelor of Science degree in biology requires the following:

- 27 hours of required courses in Biology 111, 121, 122, 201, 212, 322, 331, 481, 482;
- three course electives (9-12 hours) in Biology from 200 level or higher, with two courses at the 300-400 level;
- one course for at least 2 hours credit from: Biology 391, 491, 495, or 499;
- 14 hours in Chemistry 113, 114, 211, 231, 241;
- 7 hours in Mathematics 150, 200;
- 4 hours of Physics from 101, 213.

A student who receives a “B” or better grade in Biology 101 or 130 may use that course to fulfill the Biology 121 requirement.

Students preparing for professional schools in medicine, optometry, pharmacy, dentistry, and veterinary medicine are advised to take Chemistry through 232 and Physics 213 and 214 (prerequisite: Mathematics 211) prior to the end of their junior year in order to be prepared for professional school entrance examinations.

Students preparing to attend graduate school programs in Biology are advised to take two semesters of a foreign language, Mathematics 211, Chemistry 232, and Physics 213 and 214. A chemistry, mathematics, or physics minor is excellent preparation for graduate programs in Biology. Students seeking to apply to a College of Veterinary Medicine should major in biology or chemistry. They then need to complete courses in biology, chemistry, mathematics, and physics to prepare for the Graduate Record Examination (GRE) or Veterinary College Admission Test (VCAT).

It is recommended that students beginning the B.S. program take Biology 121 and Chemistry 113 during their first semester.

Biology (B.S. degree) with Secondary Education Concentration Requirements (105 hours)

Students who wish to become certified for public school teaching must complete the requirements for teacher certification (page 105) and must take the following

- 39 hours of Biology: 111, 121, 122, 201, 212, 215, 216, 322, 331, 391, 431;
- 11 hours of Chemistry: 113, 114, 231;
- 7 hours of Mathematics: 150, 200;
- 4 hours of Physics: 101 or 213;
- 7 hours of Science: 110, 321;
- 37 hours of Education: 224, 230, 232, 300, 342, 382, 455, 480, 483.

Students who plan to qualify for certification at the secondary level should major in the academic field for which certification will be sought with a concentration in Education. Graduation with a concentration in Education does not guarantee state certification. In order to be certified by the state of South Carolina, candidates must pass all required PRAXIS II series tests and meet all certification requirements.

Candidates should take Education 224 and 230 during their freshman year. Education 232 should be taken during the sophomore year. These classes are prerequisites for all other education courses. All candidates must pass, or exempt, Praxis I reading, writing, and mathematics tests and apply for and be admitted to the Teacher Education Program in order to take 300- and 400-level education courses. Additional courses required for the secondary education concentration are EDU 300, 342, 382, 455, 480, and 483. Application to the student teaching internship must be made well in advance of the semester in which the candidate intends to student teach; candidates are responsible for meeting application deadlines and should maintain strong communication with the Teacher Education Coordinator of Clinical Experiences.

All candidates, regardless of major, complete a minimum of 108 hours of field experience in a public school prior to student teaching.

Biology (B.S. degree) with Environmental Studies Concentration Requirements (72-73 hours)

A Bachelor of Science degree in biology with an environmental studies concentration requires a total of 54 hours:

- 29 hours of required courses in Biology 111, 121, 122, 201, 212, 322, 331, 431;
- two course electives (7-8 hours) from the following: Biology 200, 332, 402, Chemistry 330, Science 110;
- one course for at least 2 hours credit from: Biology 391, 491, Environmental Studies 495;
- 9 hours of courses in Environmental Studies 112, 220 and satisfactory completion of Environmental Studies 381 twice;
- 14 hours in Chemistry 113, 114, 211, 231, 241;
- 7 hours in Mathematics 150, 200;
- 4 hours of Physics from 101, 213.

A student who receives a “B” or better grade in Biology 101 or 130 may use that course to fulfill the Biology 121 requirement.

The Environmental Studies Concentration will allow students to a) be better prepared for environmentally oriented research, internships and summer jobs; b) have an enhanced opportunity to consider the master’s degree program in Environmental Management at Duke University, with which we have a dual degree agreement; c) be prepared for graduate studies in specific areas that relate to environmental disciplines; and d) be better qualified for the environmental spectrum of biology positions available to college graduates.

Minor Requirements

Biology Minor (24 hours)

The Biology minor requires 24 hours as follows: Biology 121; 322; 12 additional hours of Biology courses or Environmental Studies 112 except Biology 101, 102, 110, 111, 391, 481, 482, 491, 492, 495, or 499 (see note at top of next page concerning Biology 101); and Chemistry 113 (as a prerequisite for Biology 322).

A student cannot count both Science 112 and 114 toward the minor. A student who receives a “B” or better grade in Biology 101 or 130 may use that course to fulfill the Biology 121 requirement.

Environmental Science Minor (24 hours)

An Environmental Science minor requires 24 hours (including 8 hours applicable to the Core) as follows: Biology 121, 122, 201, Chemistry 113, Science 110, and Environmental Studies 112. Any two of these courses fulfill Core requirements for laboratory science. For Biology 121, students may substitute Biology 101 with a grade of “B” or better. Environmental Science students are also recommended to take Biology 322, 402, 431, Chemistry 114 and Environmental Studies 220. An environmental science minor is not available to biology majors.

Core Curriculum

All four-hour Biology courses satisfy the 2007 Core Curriculum requirements in Natural Sciences, Area D-1. All three- and four-hour Biology courses satisfy the 2007 Core Curriculum requirements in Natural Sciences, Area D-3. All four-hour Biology courses satisfy the 2014 Core Curriculum requirements in Lab Science.

Fees:

A \$95 fee is charged *each* semester for *each* laboratory course. Lab courses receive four semester hours of credit.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, students in the Department of Science and Mathematics will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

BIO 101. Principles of Biology. (4)

An introduction to the major areas of biology including scientific method, cells, reproduction and development, Mendelian genetics, evolution, and biotechnology. Three lecture and three laboratory hours per week. Designed for the non-major.

BIO 101, BIO 121, or BIO 130 can be taken to satisfy the 2007 Core Curriculum requirement, Area D, , or 2014 Lab Science Core Requirement but only one may count for such.

Required of all Early Childhood and Elementary Education majors.

Offered every semester.

BIO 102. Diversity of Life. (4)

A study of the structure, function, reproduction and ecology of plants and animal. Emphasis will be on relationships to humans, both biologically and economically. Three lecture and three laboratory hours per week. Designed for the non-major.

Offered at departmental discretion.

BIO 110. Human Heredity. (3)

Prerequisite: BIO 101 or permission of instructor.

A non-laboratory course with emphasis on the transmission and expression of genetic information in humans. Topics include: introduction to Mendelian and molecular genetics; mutation and the genetic code; sex determination; hereditary disorders and genetic counseling; genetic aspects of intelligence and behavior; and the implications of genetic technology. *Designed for any student with an interest in human heredity.*
Offered spring semester.

BIO 111. Latin and Greek Bioscientific Terminology. (1)

A survey of the stem, root, bases, prefixes, and suffixes derived from both Latin and Greek, used in the formation of English biological terminology. *Required of all Biology majors.*
Offered fall semester.

BIO 121. Biological Science. (4)

An introduction to biological science including scientific methods, biological molecules, cell structure and metabolism, genetics, taxonomy, evolution, and biotechnology. For majors and others who anticipate advanced work in biology.

Three lecture and three laboratory hours per week.

A student must receive a C or better in this course to continue with the Biology major.

BIO 101, BIO 121, or BIO 130 can be taken to satisfy the 2007 Core Curriculum requirement, Area D, , or 2014 Lab Science Core Requirement but only one may count for such.

Offered fall semester.

BIO 122. Zoology. (4)

Prerequisite: BIO 101 or 121 or 130 with a grade of "C" or better.

A general study of the animal kingdom, including invertebrates and vertebrates. Diversity, anatomy, physiology, life cycles, and classification will be emphasized. Three lecture and three laboratory hours per week.

Required for Biology major.

Offered spring semester.

BIO 130. Human Biology. (4)

An introduction to the principles of biology using the human as a model organism. The course will cover biomolecules, heredity, development, structure and function of the human body, and the relationship of humans to their environment. Three lecture and three laboratory hours per week.

BIO 101, BIO 121, or BIO 130 can be taken to satisfy the 2007 Core Curriculum requirement, Area D, , or 2014 Lab Science Core Requirement but only one may count for such.

Offered fall semester.

BIO 181. Basic Human Anatomy and Physiology. (4)

Prerequisite: BIO 101, 121, or 130.

A one-semester basic integrated study of the structure and function of the human body. Designed for non-science majors needing a scientific introduction to the subject. Basic chemistry and functional human anatomy and physiology at the cellular, tissue, organ, and organ system levels, as well as the relationship between form and function, will be emphasized. Three lecture and three laboratory hours per week.

BIO 181 can be taken to satisfy the 2007 Core Curriculum requirement, Area D. BIO 181 does not count toward the biology major.

Offered fall semester.

BIO 200. Local Flora. (3)

A study of plants which collectively form the spring or summer flora of South Carolina. Work will emphasize an understanding of flower parts, plant families, and methods of using taxonomic keys to identify plants to scientific name. Included will be information on common names, ecology and economic importance of these plants.

Extensive field trips within the piedmont region of the state will be an important component of the course.

Offered only during summer terms.

BIO 201. Botany. (4)

Prerequisite: BIO 101 or 121 or 130 with a grade of "C" or better.

A study of the morphology, reproduction, anatomy, physiology, and ecology of fungi and plants. Three lecture and three laboratory hours per week.

Required for Biology major.

Offered fall semester.

BIO 212. Microbiology. (4)

Prerequisite: BIO 101 or 121 or 130 with a grade of "C" or better.

A general study of microorganisms, including bacteria and viruses. Topics covered will be prokaryotic cell structure, metabolism, genetics, classification, ecology, and human diseases. Three lecture and three laboratory hours per week.

Required for Biology major.

Offered spring semester.

BIO 215. Human Anatomy and Physiology I. (4)

Prerequisites: BIO 101, 121, or 130 with a grade of "C" or better.

An introductory course in the study of human structures and their functions. Three unifying themes will emphasize the complementarities of structure and function, the interrelationships among organ systems, and the function of tissues, integument, skeletal, muscular, and nervous systems will be addressed. Three lecture and three laboratory hours per week.

Offered fall semester.

BIO 216. Human Anatomy and Physiology II. (4)

Prerequisites: BIO 101, 121, or 130 with a grade of "C" or better.

An introductory course in the study of human structures and their functions. Three unifying themes will emphasize the complementarities of structure and function, the interrelationships among organ systems, and the homeostasis through neural and hormonal integration. The structure and function of the cardiovascular, respiratory, lymphatic, immune, urinary, reproductive, and endocrine systems will be addressed. Human nutrition and metabolism as it relates to these systems will also be addressed. Three lecture and three laboratory hours per week.

Offered spring semester.

BIO 301. Biochemistry I. (4)

Prerequisites: CHE 231 with a grade of "C" or better or permission of instructor.

This course will provide an introduction to biochemistry and cell biology, building on the fundamental concepts from biology and chemistry. The structure and function of amino acids, proteins, carbohydrates, nucleotides and lipids will be covered. Fundamental concepts of cellular structure and function will be reinforced.

Understanding of acid-base equilibrium will be extended to biological systems. Enzyme kinetics, catabolic and anabolic pathways will be introduced. Proton, electron transport as well as oxidation-reduction will be covered. Three lecture hours and three laboratory hours per week.

This course is the same as CHE 301. No credit will be awarded to students who have taken CHE 301.

Offered fall semester.

BIO 302. Biochemistry II. (4)

Prerequisites: BIO/CHE 301 and BIO 331 with a grade of "C" or better.

Quantitative aspects of biochemistry, kinetics, thermodynamics and spectroscopy will be covered, as well as biochemical aspects of molecular genetics. Biological polymers will be covered in detail. The hormonal regulation and the integration of metabolism will be covered in detail. Methods of molecular biology will be introduced. Three lecture hours and three laboratory hours per week.

This course is the same as CHE 302. No credit will be awarded to students who have taken CHE 302.

Offered spring semester, odd-numbered years.

BIO 312. Virology. (3)

Prerequisite: BIO 212.

An introduction to viruses, particularly those involved with human disease. Topics to be covered include virus structure and classification, viral-host interactions, and viral replication patterns. Three lecture hours a week; no laboratory. Intended for Biology majors, particularly those with an interest in health-related professions.

Offered spring semester, odd-numbered years.

BIO 314. Histology. (4)

Prerequisites: BIO 121 and 122.

Microscopic study of the fundamental tissues of the animal body; the fundamentals of histological techniques to include multiple methods of slide preparation and evaluation of slides. Three lecture and three laboratory hours per week.

Offered at departmental discretion.

BIO 315. Comparative Vertebrate Anatomy. (4)

Prerequisite: BIO 121.

A comparison of vertebrate systems and their phylogenetic relationships. Three lecture and three laboratory hours per week.

Offered fall semester, odd-numbered years.

BIO 320. Pharmacology and Toxicology. (3)

Prerequisites: MAT 150, BIO 212 (or concurrent), and BIO 216.

A study of pharmacology and its practical application. This course is designed to acquaint the student with the basic understanding of drugs and other substances used in the treatment of disease. Emphasis will be placed on classification of drugs based on their effects and therapeutic usage, source of drugs, standards and regulations, weights and measures, conversions, labeling, and pharmacy maintenance. This course is also an introduction to pharmacological toxicology.

Offered at departmental discretion.

BIO 321. Animal Development. (4)

Prerequisite: BIO 121.

A comparative study of invertebrate and vertebrate embryonic development and morphogenesis. Three lecture and three laboratory hours per week.

Offered spring semester, even-numbered years.

BIO 322. Genetics. (4)

Prerequisites: 12 hours of Biology, CHE 113.

A study of the structure, function, and inheritance of genes. Laboratory exercises will emphasize independent experimentation and statistical analysis of genetic data. Three lecture and three laboratory hours per week.

Required for Biology major.

Offered spring semester.

BIO 331. Cell Biology. (4)

Prerequisites: BIO 121 and accompanied or preceded by CHE 231 or permission of instructor.

A study of the structure and function of eukaryotic cells, membranes, and organelles. Three lecture and three laboratory hours per week.

Required for Biology major.

Offered fall semester.

BIO 332. Economic Botany. (4)

Prerequisite: BIO 201 or permission of instructor.

A study of plants and their importance to humans, including use for aesthetics, foods, spices, drinks, clothes, homes, industry, medicines, and misused drugs. Labs will include field trips. Three lecture and three laboratory hours per week.

Offered spring semester, even-numbered years.

BIO 342. Immunology. (4)

Prerequisite: BIO 212.

Study of Immunological mechanisms of the vertebrate body to include antigen structure and types, effectors of the immune response, and control of the immune response. Immunodiagnostics, immunity to infectious agents and cancer, and disorders of the immune system will be addressed. Three lecture and three laboratory hours per week.
Offered fall semester, odd-numbered years.

BIO 391. Investigative Biology. (2)

Prerequisite: BIO 122, 201, or 212.

Students will design and conduct a scientific investigation. The results of the investigation will be reported in both an oral and written report. Six laboratory hours per week.

Required for students pursuing secondary level teacher certification in Biology.

Offered at departmental discretion.

BIO 401. Advanced Biochemistry and Molecular Biology. (4)

Prerequisites; BIO/CHE 301 with a grade of "C" or better, or permission of instructor. Macromolecular structures and conformations will be investigated as well as methods of physical biochemistry. Protein-ligand interactions and thermodynamics will be covered. Regulation of metabolic cycles and hormones will be covered. DNA technology and methods of molecular biology will be covered in detail. The biochemistry of selected disease states will be covered in the form of case study investigations with discussions. Three lecture hours and three laboratory hours per week.

This course is the same as CHE 401. No credit will be awarded to students who have taken CHE 401.

Offered spring semester, even-numbered years.

BIO 402. Field Biology. (4)

Prerequisites: BIO 122 and 201 or permission of instructor.

A study of field and laboratory techniques and taxonomic criteria used in studying groups of plants and animals. Labs will include field work. Three lecture and three laboratory hours per week.

Offered fall semester, even-numbered years.

BIO 412. Molecular Biology. (4)

Prerequisites: BIO 322, CHE 231.

A study of gene structure, organization, and expression in prokaryotes and eukaryotes. Emphasis will be placed on DNA and RNA structure; DNA replication, repair, recombination, and rearrangement; transcription, translation, RNA splicing, and the regulation of gene expression; and recombinant DNA methodology. Three lecture and three laboratory hours per week.

Offered at departmental discretion.

BIO 431. Ecology. (4)

Prerequisites: BIO 122 or 201, CHE 113, and MAT 150 or higher.

A study of the relationship between organisms and the environment in which they live. Labs will include field work. Three lecture and three laboratory hours per week.

Offered fall semester, odd-numbered years.

BIO 481. Seminar. (1)

Students will critique paper presentations by their peers enrolled in the course, current faculty members, and visiting scholars. This course will be graded pass/fail based on attendance and critiques completed.

Required of all junior Biology majors.

Offered spring semester.

BIO 482. Seminar. (1)

Prerequisite: BIO 481.

Students will prepare and present a paper on a topic of their choosing in consultation with a departmental faculty member. Topics may be chosen from student research or current research published in a peer reviewed journal or symposium issue (no textbooks). Students will critique papers presented by their peers, current faculty members, and visiting scholars.

Required of all senior Biology majors.

Offered spring semester.

BIO 491, 492. Research in Biology. (1-4, 1-4)

Prerequisite: A minimum of 3.0 GPA in science courses and permission of instructor.

A scientific research project completed under the direction of a Biology faculty member.

Offered on demand.

BIO 495. Internship. (2-4)

Prerequisite: Twenty hours of Biology courses.

Independent work at an off-campus location to apply college course work to a job situation, learn about a possible career and gain career related skills. Approval is required of both a Newberry College biology faculty member and an onsite supervisor.

Subject to restrictions and regulations on page 62.

Offered on demand.

BIO 499. Senior Essay. (1-3)

Prerequisite: A minimum of 3.0 in science courses and permission of instructor.

A scholarly research paper completed under the direction of a Biology faculty member.

Subject to restrictions and regulations on page 62.

Offered on demand.

Business Administration (BUA)

Department of Business Administration
Dr. Joseph W. Franklin, Department Chair

Business Administration Faculty:

Professor: Joseph W. Franklin, Ed.D.

Associate Professor: Gerald Seals, M.A.

Assistant Professors: Leighton Hartzog, M.B.A, CPA; Susan B. Shurden, MPA; Paul D. Smith, M.B.A.

Instructors: Leslie Parks, M.B.A.

Adjunct Faculty: Elwood Jones, Ph.D.;

Administrative Assistant: Kim O'Dell

Based on the underlying principles of teamwork, ethics and leadership; the baccalaureate degree in Business Administration includes study in the areas of accounting, finance, management, marketing, economics, business law, international business, and management information systems. Students will demonstrate oral and written communication skills, along with computational and analytical decision-making abilities. Tools for effective decision making will be integrated into class projects, student presentations, and internships. Each course will include an appropriate blend of theory and application.

Realizing that entrepreneurship is a catalyst of economic growth, business courses emphasize creativity and innovation within the prevailing legal and social framework. The curriculum is specifically designed to equip students to be competitive in the global economy by leveraging entrepreneurial strengths in local and regional markets.

Reality-based learning opportunities are available through service learning projects, internships and student-led projects. The Business Administration Department is an active member of Future Business Leaders of America/Phi Beta Lambda. Students are encouraged to join PBL and participate in service-learning projects.

Supporting the larger mission of Newberry College, the Business Administration prepares students for lifelong learning and purposeful vocation as business and entrepreneurial leaders.

Departmental Objectives

1. To promote the academic and professional development of each student.
2. To prepare future business leaders to be productive and socially responsible in the global economy.
3. To foster a challenging and rigorous program of study in Business Administration emphasizing oral and written communication skills along with analytical, computational, and technical proficiencies.
4. To support interactive partnerships with regional employers through cooperative work experiences, job placement and advisory committee oversight.
5. To contribute to the economic development on the Newberry College service area.

Business Administration at Newberry College is firmly grounded in a faith-based, liberal arts tradition. Students are challenged to think critically, act responsibly and contribute to the general welfare of the community. All students are expected to uphold the highest principles of professional and personal conduct. They are challenged to:

- adapt to accelerating change.
- understand the evolving parameters of government regulation in a diverse and pluralistic society.
- use innovative and creative methodologies to solve business problems while drawing upon an inventory of management skills that include planning, organizing, communicating, analysis, and evaluation.
- aspire to leadership positions in both the public and private sectors while demonstrating the highest personal and ethical conduct.

Course Descriptions

See pages 77-79 for course descriptions in Accounting (ACC).

See pages 92-96 for course descriptions in Business Administration (BUA).

See pages 113-115 for course descriptions in Computer Science (CSC).

See pages 115-116 for course descriptions in Economics (ECO).

See pages 157-159 for course descriptions in Management Information Systems (MIS).

See pages 195-198 for course descriptions for Organizational Management (OPM)

Major Field

Business majors study the language, functions, techniques, and creative opportunities involved in the operation of a business organization. They also study the theoretical and analytical processes of rational decision making within the context of a faith-based entrepreneurial values system.

Business Administration Major (B.S. Degree) Requirements (54 hours)

The major in Business Administration consists of 51 hours including:

- 6 hours: Accounting 210 and 220;
- 6 hours: Management Information Systems 210 and 310;
- 30 hours: Business Administration 210, 220, 241, 260, 311, 341, 363, 432, 472, and 477;
- 6 hours: Economics 210 and 220;
- 3 hours: Mathematics 200 or Social Sciences 230;
- 3 hours: from Art 320, Business Administration 361, 462, Mathematics 211, English 371 or any 300-or 400-level Accounting/Business/Economics elective.

Business Administration majors are encouraged to take MAT 211 and ENG 371 (Economics 210 or 220 partially fulfills the Core requirements in Area E-2; MAT 200 can be used to satisfy the requirements of either Area D-2 or Area D-3.)

Business Administration Minors

Non-departmental majors may minor in Business Administration and must take 18-21 hours as prescribed. Some of the courses required for the minor may have prerequisites that will require additional course work; some courses may fulfill Core Curriculum requirements. For a minor in Business Administration, a student must meet all College requirements for a minor field of study and take the following courses: ACC 210 and 220; BUA 210, 220, and 260; ECO 210 and 220.

Core Curriculum

ECO 210 or 220 partially satisfies the 2007 Core Curriculum requirement in History and Social Sciences, Area E.

Grade Requirements

All Business Major/Minor students are required to earn a 'C' or higher in major courses with prefixes of BUA, ACC, MIS, and ECO.

Technology Requirements for the Business Major/Minor:

To meet program objectives for the academic year 2014-2015 and to provide access to technology, business students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the entire 2010 or 2013 Microsoft Office suite, which includes Microsoft Access, Word, PowerPoint, and Excel. Business students need program functions unavailable through Windows 365.

Course Descriptions

BUA 210. Business Law. (3)

A study of the legal environment of business. Emphasizes the study of administrative law and the agency concept that regulates business. Students will gain exposure to topics such as performance contracts, personal property law, negotiable instruments, debtor-creditor relationships, agency law, and employment law.

Offered every semester.

BUA 220 (320). Principles of Marketing. (3)

An overview of domestic and international marketing focusing on the marketing mix system (i.e., product, price, communication, and distribution). This course introduces the student to consumer behavior and marketing research. Ethical issues are integrated into all phases of the course.

Offered every semester.

BUA 241. Personal Finance. (3)

This course is a study of personal financial matters including long term financial planning techniques, insurance, investing, income taxes, consumer purchases, use of credit, and budgeting.

Offered every semester.

BUA 260 (360). Principles of Management. (3)

An introduction to the management process of planning, organizing, leading, and controlling. This course includes contemporary topics such as managing diversity, globalization, and ethical issues.

Offered every semester.

BUA 311. Business Ethics. (3)

A study of the moral and ethical environment in which businesses operate. This course emphasizes the necessity to develop and abide by ethical standards while pursuing profit maximization goals.

Offered fall semester.

This course satisfies the Ethics criteria (ET) for the 2014 Core Curriculum.

BUA 341 (340). Corporate Finance. (3)

Prerequisites: ACC 210.

A study of the major financing investment, and dividend policies adopted by corporations to maximize shareholder value. Coverage will focus on the financial environment of the firm, capital management, capital budgeting, ratio analysis, and related financial policies.

Offered every semester.

BUA 361 (461). Human Resource Management. (3)

Prerequisites: BUA 210 and BUA 260.

A study of the management of the workforce. Includes motivation and job satisfaction theory, wage and salary administration, incentive plans, manpower planning, recruiting and hiring, and retirement programs.

Offered fall semester.

BUA 362. Production and Operations Management. (3)

Prerequisites: ACC 220; ECO 220; MAT 200 or SSC 230.

Prerequisites or co-requisites: BUA 220; BUA 260.

A study of the management of the conversion process in manufacturing and service organizations within a total quality management framework. Includes inventory and materials management, project planning and management, process design and management, and capacity management.

Offered at departmental discretion.

BUA 363 Small Business Management, Entrepreneurship I. (3)

A study of small business matters including entrepreneurship, forms of ownership, innovative products, franchising, sources of funding, and creating a business plan. Emphasis will be placed on the entrepreneurial role of small business managers including; risk management, innovation, creativity, and profit maximization.

Offered at departmental discretion.

BUA 432. International Business. (3)

Prerequisites: BUA 210, BUA 220, and BUA 260.

A study of the international dimensions of business and how they affect the activities of the firm. Emphasizes global and domestic factors affecting management decisions to move domestic operations abroad or vice versa, as well as the development and management of multinational corporate strategies.

Offered fall semester and spring semesters.

BUA 462. Organization Behavior. (3)

Prerequisite: BUA 260.

An examination of human behavior in organizations. Emphasizes organizational culture, performance management systems, leadership, and the future of human relationships in work environments.

Offered spring semester.

BUA 472. Strategic Management. (3)

Prerequisites: ACC 210; BUA 220; BUA 260; BUA 341; and senior standing.

A capstone course integrating all the functional areas of business. Focuses on managerial strategies and policies affect total enterprise performance. All students will be required to take the Comprehensive Business Exam as part of program assessment.

Lab Fee: \$25

Offered spring semester.

BUA 477. Entrepreneurship II. (3)

Prerequisite: BUA 363.

Students are required to develop a professional business plan based on a strategic planning model. This course emphasizes evaluation, refining and expanding a business plan for an actual start-up business. Students will explore entrepreneurial issues in depth as they relate to risk taking, innovation, creativity, and profit maximization.

Offered spring semester.

BUA 480, 481. Selected Topics in Business. (3, 3)

Prerequisites: Permission of department chair.

An in-depth study of selected contemporary issues in the business discipline.

Offered at departmental discretion.

BUA 491, 492. Independent Study. (1-3, 1-3)

Independent study in a selected field or problem area of business related fields. The topic or problem to be studied will be chosen in consultation with departmental faculty under whose guidance the study will be conducted.

Subject to regulations and restrictions on page 61.

BUA 495, 496. Internships in Business Administration. (1-3, 1-3)

Prerequisite: Permission of instructor and department chair.

Students work part or full time in business and industry applying the concepts that they have learned in the classroom. Students become familiar with how the basic managerial functions are applied in a business or industrial setting.

Limited to majors in the department, subject to regulations and restrictions on page 62.

Students must be junior or senior status.

BUA 499. Senior Essay. (1-3)

Prerequisite: Permission of the instructor, department chair and senior standing.

Students design, implement and report on an approved research project.

Subject to regulations and restrictions on page 62.

Chemistry (CHE)

Department of Sciences and Mathematics

Dr. Christina McCartha, Department Chair

Chemistry Faculty:

Professor: Christina McCartha, Ph.D. Program Coordinator

Associate Professor: Sid Parrish, Ph.D.

Assistant Professors: Laura Lanni, Ph.D., Steven Lambert, Ph.D.

Visiting Instructor: Zachary Davis

Adjunct Instructor: James Chocklett, M.S.

Science Lab Manager: Marcus Johnson, M.S.

Administrative Assistant: Linda Wilbanks

The study of Chemistry at Newberry College offers opportunities for students to learn through inquiry. The department is focused on an active learning environment. The curriculum provides students with an opportunity to receive training in the central physical science while pursuing a liberal arts education. The program is designed based on American Chemical Society standards which gives students the training needed for graduate school in chemistry related fields (forensic, physical, inorganic, organic, analytical, or environmental chemistry; biochemistry, molecular biology) or for those entering the work force immediately after graduation.

Additionally, the Bachelor of Science degree in Chemistry will prepare a student for professional schools of medicine, dentistry, pharmacy, veterinary medicine as well as physical and occupational therapy. Students are introduced to the principles and applications of modern chemistry and provided extensive practical experience with research-quality instruments. Currently our department possesses a GC, HPLC, FT-IR, UV-VIS, AA, NMR, ICP-MS, TGA, and GC-MS and all of these are used by students throughout their 4 year curriculum and in independent research projects. In addition, contemporary equipment and experimental methods routinely used in biochemistry, molecular biology and forensics are introduced in the classroom and laboratory. Chemistry, Chemistry with Forensic Chemistry concentration, Chemistry with Secondary Education concentration, and Chemistry with Biochemistry concentration majors gain a basic knowledge of analytical, inorganic, organic, biochemistry and physical chemistry. Additional courses are offered in environmental chemistry with minors available in Biology, Chemistry, Mathematics, Physics, and Environmental Science.

The Forensic Chemistry concentration is the first of its kind in South Carolina, Georgia, and North Carolina. Forensic Chemistry courses provide students with the opportunity to solve simulated cases and then defend their results, as if they were practicing professional forensic chemists. In addition to classroom and laboratory courses taught on the Newberry College campus, students will have ample opportunities for internships and job shadowing at a variety of sites within South Carolina, including the State Law Enforcement Division (SLED) offices in Columbia. Graduates will have a strong background in inquiry- based science and critical thinking skills, providing them with skills to be competitive in the job market, professional programs, and graduate school.

Dr. Steve Lambert, Director of Forensic Chemistry and biochemistry concentrations, has over 18 years experience as a Forensic DNA Analyst with SLED.

Chemistry major with Secondary Education concentration, one of the most critical needs areas in the nation, is designed as Chemistry major, so the student may pursue any pathway of a traditional Chemistry major with the versatility to also teach chemistry in high school, therefore increasing the student's marketability in this economy.

Chemistry major with biochemistry concentration is extremely beneficial to our chemistry majors, so they can develop expertise in methods used for DNA analysis. Moreover, students in pre-professional fields of study (medicine, dentistry, pharmacy, etc), will benefit from these courses, as biochemistry is at the forefront of biomedical research in the fight against diabetes, Alzheimer's disease and heart disease, to name a few.

Independent study and directed laboratory research are available on campus as well as in collaboration with local universities and laboratories. Students may elect to work on lab development, investigative chemistry, undergraduate research, or an internship off campus.

Lectures and seminars are sponsored by the department to complement the curriculum. In addition, the nationally recognized Newberry College American Chemical Society Chapter routinely travel to local, regional, and national meetings to present their work.

Some of the courses required for the Chemistry major may have prerequisites that will require additional course work; some may fulfill Core requirements.

Chemistry Program Mission Statement

The Newberry College Chemistry Program offers a supportive academic environment in which students can explore chemistry vocations and acquire the skills they will need to succeed in careers as engaged citizens.

Chemistry Program Learning Outcomes

Graduates with a B.S. in Chemistry will be able to:

1. Students have the chemistry content knowledge needed in the 5 foundations.
2. Students will have the skills and knowledge necessary to work safely in a laboratory.
3. Students will be able to effectively discuss chemical concepts orally using appropriate scientific terminology.
4. Students will be able to report scientific data effectively in ACS Standard Format using appropriate scientific terminology.
5. Students demonstrate chemical isolation, purification, and synthesis skills.
6. Students will be able to collect and interpret spectral and chromatographic data.

Course Descriptions

See pages 84-92 for course descriptions in Biology (BIO).

See pages 97-104 for course descriptions in Chemistry (CHE).

See pages 117-128 for course descriptions in Education (EDU).

See page 142 for course descriptions in Forensic Science (FSC).

See pages 159-166 for course descriptions in Mathematics (MAT).

See pages 208-210 for course descriptions in Physics (PHY).

See pages 229-233 course descriptions in Sociology (SOC).

Chemistry Major (B.S. degree) Requirements (70 hours)

A Bachelor of Science degree in Chemistry requires 68 semester hours including 48 semester hours of required chemistry courses:

- 38 hours of Chemistry: 113, 114, 211, 231, 232, 241, 242, 301, 321, 375, 445, 481, 482, 483;
- 10 hours (3 courses) from: Chemistry 302, 322, 330, 376, 401, 446, 480;
- 2 hours from: CHE 381, 491, 495, or Departmental Approved course;
- 20 hours: Biology: 121; Mathematics: 211, 212; Physics: 213, 214;

Students are encouraged to take Chemistry 290, 391, and/or 491 to help develop laboratory and analytical thinking skills. Students attending graduate school are encouraged to take as many chemistry courses as possible. Students beginning the chemistry program should take Chemistry 113 and 114, Mathematics 150 and 211 during their freshman year.

Chemistry Major with Biochemistry Concentration (75-76 hours)

A Bachelor of Science degree in Chemistry with Biochemistry concentration requires 75-76 semester hours including:

- 38 hours of Chemistry: 113, 114, 211, 231, 232, 241, 242, 301, 321, 375, 445, 481, 482, 483;
- 8 hours of Biochemistry: Chemistry 302, 401, 491;
- 3-4 hours (1 course) from: Chemistry 322, 330, 376, 446, 480;
- 2 hours from: CHE 381, 491, 495, or Departmental Approved course;
- 8 hours of Biology: 121, 331;
- 8 hours of Mathematics: 211, 212;
- 8 hours of Physics: 213, 214.

Students are encouraged to take Chemistry 290, 391, and/or 491 to help develop laboratory and analytical thinking skills. Students attending graduate school are encouraged to take as many chemistry courses as possible. Students beginning the chemistry program should take Chemistry 113 and 114, Mathematics 150 and 211 during their freshman year.

Chemistry Major with Forensic Chemistry Concentration (78 hours)

A Bachelor of Science degree in Chemistry with Forensic Chemistry concentration requires 78 semester hours including:

- 42 hours of Chemistry: 113, 114, 211, 231, 232, 241, 242, 301, 321, 322, 375, 445, 481, 482, 483;
- 7 hours of Forensic Science: 211, 212, and 342;
- 3-4 hours (1 course) from: Chemistry 302, 330, 376, 401, 446, 480, 491;
- 2 hours from: CHE 381, 491, 495, FSC 495, or Departmental Approved course;
- 3 hours of Sociology: 246 or 347.
- 4 hours of Biology: 121
- 8 hours of Mathematics: 211, 212;
- 8 hours of Physics: 213, 214.

Students are encouraged to take Chemistry 290, 391, and/or 491 to help develop laboratory and analytical thinking skills. Students attending graduate school are encouraged to take as many chemistry courses as possible. Students beginning the chemistry program should take Chemistry 113 and 114, Mathematics 150 and 211 during their freshman year.

Chemistry Major with Secondary Education Concentration (100 hours)

A Bachelor of Science degree in Chemistry with Secondary Education concentration requires 41 semester hours of chemistry; 22 hours of additional science and mathematics; and 37 hours of education courses including:

- 41 hours of Chemistry: 113, 114, 211, 231, 232, 241, 242, 301, 321, 330, 375, 391, 445;
- 4 hours of Biology: 121;
- 4 hours of Mathematics: 211;
- 8 hours of Physics: 101, 102 or 213, 214;
- 6 hours of Science: 114, 321;
- 37 hours of Education: 224, 230, 232, 300, 342, 382, 455, 480, 483.

Students who plan to qualify for certification at the secondary level should major in the academic field for which certification will be sought with a concentration in Education. Graduation with a concentration in Education does not guarantee state certification. In order to be certified by the state of South Carolina, candidates must pass all required PRAXIS II series tests and meet all certification requirements.

Candidates should take Education 224 and 230 during their freshman year. Education 232 should be taken during the sophomore year. These classes are prerequisites for all other education courses. All candidates must pass, or exempt, Praxis I reading, writing, and mathematics tests and apply for and be admitted to the Teacher Education Program in order to take 300- and 400-level education courses. Additional courses required for the secondary education concentration are EDU 300, 342, 382, 455, 480, and 483.

Application to the student teaching internship must be made well in advance of the semester in which the candidate intends to student teach; candidates are responsible for meeting application deadlines and should maintain strong communication with the Teacher Education Coordinator of Clinical Experiences.

All candidates, regardless of major, complete a minimum of 108 hours of field experience in a public school prior to student teaching.

Chemistry Minor Requirements (26 hours)

The Chemistry minor requires 25 hours as follows:

- Chemistry 113, 114, 211, 231, 241;
- one course from Chemistry 301, 321, or 445;
- two electives from Chemistry 232, 301, 302, 321, 322, 330, 375, 376, 445, 446, or 480.

Chemistry 445 and 446 have prerequisites in mathematics and physics that require additional course work. Some of this work may fulfill Core requirements.

Core Curriculum

All four-hour **Chemistry** courses satisfy requirements in the 2007 Core Curriculum in Natural Sciences and Mathematics, Area D. All four-hour **Chemistry** courses satisfy requirements in the 2014 Core Curriculum for Lab Science.

Forensic Science courses 211 or 212 may satisfy the 2007 Core Curriculum requirements in Natural Sciences and Mathematics, Areas D-1 and D-3.

LABORATORY FEES:

A \$95 fee is charged *each* semester for *each* chemistry course *except* Chemistry 481, 482, 483, and 495. A \$95 laboratory fee is charged for Forensic Science 212.

A \$150 laboratory fee is charged for Forensic Science 342.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, students in the Department of Science and Mathematics will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

CHE 101. Concepts in Chemistry I. (4)

Prerequisite: MAT 099 or 100 level MAT or 200 level MAT (with at least a C, "pass").

The first in a two course series that focuses on the chemistry of the human body. Topics covered will include atomic structure and bonding, structure and reactivity of molecules, acid-base theory, stoichiometry, solution chemistry and an introduction to organic chemistry. This course is specifically designed to meet the needs of any non-science major, including pre-nursing students.

Three lecture and three laboratory hours per week.

CHE 101 or CHE 113 can be taken to satisfy the Core Curriculum requirement, but only one may count for such. Offered fall semester.

CHE 102. Concepts in Chemistry II. (4)

Prerequisite: CHE 101 with a "C" or better

The second of a two course series that focuses on the chemistry of the human body. Topics covered will include basic organic reactions, the structure and function of biomolecules, the production and consumption of energy in biochemical processes, and basic drug chemistry. This course is specifically designed to meet the needs of any non-science major, including pre-nursing students.

Three lecture and three laboratory hours per week.

CHE 102 or CHE 114 can be taken to satisfy the Core Curriculum requirement, but only one may count for such. Offered spring semester.

CHE 113. General Chemistry I. (4)

Prerequisite or co-requisite: MAT 111 or 100 level MAT or 200 level MAT (with at least a C)

An introductory course in chemistry designed for science majors. Emphasizes chemical reactions, atomic and molecular structure, bonding, states of matter, solution chemistry, and descriptive aspects of organic chemistry.

Three lecture and three laboratory hours per week.

CHE 101 or CHE 113 can be taken to satisfy the Core Curriculum requirement, but only one may count for such. Offered fall semester.

CHE 114. General Chemistry II. (4)

Prerequisite: CHE 113 with a grade of "C" or better.

A continuation of Chemistry 113. Emphasizes thermodynamics, gas behavior, kinetics, chemical equilibria, acid-base and precipitation reactions, and electrochemistry. Three lecture and three laboratory hours per week.

CHE 102 or CHE 114 can be taken to satisfy the Core Curriculum requirement, but only one may count for such. Offered spring semester.

CHE 210. Scientific Glassblowing. (1)

Co-requisite: CHE 231

This course is designed to teach students the basics of manipulating molten glass. Students will learn to repair glassware commonly used in the chemistry laboratory. Organic Chemistry I is a pre-requisite so students have experience using the pieces of glassware that they will be forming and repairing. The course will be graded solely on a student portfolio due at the end of the semester. One lecture hour and two lab hours per week.

Offered at departmental discretion.

CHE 211. Laboratory Safety. (1)

Prerequisite or co-requisite: CHE 113

A laboratory safety course with emphasis on precautionary labels, material safety data sheets, personal protective equipment, handling laboratory equipment safely; safe handling, storage, and disposal of chemicals; emergency equipment, and safety planning. Course is designed for science majors. Two laboratory hours per week.

Required for Chemistry major, minor, and concentrations. Recommended for all other science majors.

Offered at departmental discretion.

CHE 231. Organic Chemistry I. (3)

Prerequisite: CHE 102 with a grade of "B" or better or CHE 114 with a grade of "C" or better.

Co-requisite: CHE 241

A study of the structure and bonding in alkanes, alkenes, aromatics, and alkynes; functional groups; stereochemistry; addition, nucleophilic substitution, elimination, addition, and cationic rearrangement reactions and mechanisms. Three lecture hours per week and one hour of recitation per week.

Offered fall semester.

CHE 232. Organic Chemistry II. (3)

Prerequisite: CHE 231 with a grade of "C" or better.

This is the second portion of a two-semester sequence of courses that introduces the principles, vocabulary and methods of organic chemistry with emphasis on functional group interconversions, mechanisms, and multistep syntheses. Three lecture hours per week.

Offered spring semester.

CHE 241. Organic Chemistry Laboratory I. (2)

Prerequisite: CHE 102 with a grade of "B" or better or CHE 114 with a grade of "C" or better.

Co-requisite: CHE 231

Prerequisite or Co-requisite: CHE 211

The laboratory will include hands-on experimentation with basic chromatography, spectroscopy, microscale and macroscale techniques including recrystallization, distillation, and extraction. Four laboratory hours per week.

Offered fall semester.

CHE 242. Organic Chemistry Laboratory II. (2)

Prerequisite: CHE 231 and CHE 241 with a grade of "C" or better.

Prerequisite or Co-requisite: CHE 232

Laboratory will emphasize critical thinking through extensive practice in synthesis, problem solving, spectroscopy, and chemical analysis. Four laboratory hours per week.

Satisfies Writing Intensive (WI) 2014 core requirement.

Offered spring semester.

CHE 290. Laboratory Development. (1)

Prerequisite: CHE 113 and Departmental permission.

An opportunity for science majors to gain experience in the scientific method. Students will research, develop and test, and implement new chemistry laboratory experiments under the supervision of departmental faculty.

Three laboratory hours per week.

Offered every semester.

CHE 301 (401). Biochemistry I. (4)

Prerequisites: BIO 121 and CHE 231 with a grade of "C" or better or permission of instructor.

This course will provide an introduction to biochemistry and cell biology, building on the fundamental concepts from biology and chemistry. The structure and function of amino acids, proteins, carbohydrates, nucleotides and lipids will be covered. Fundamental concepts of cellular structure and function will be reinforced. Understanding of acid-base equilibrium will be extended to biological systems. Enzyme kinetics, catabolic and anabolic pathways will be introduced. Proton, electron transport as well as oxidation-reduction will be covered. Three lecture hours and three laboratory hours per week.

This course is the same as BIO 301. No credit will be awarded to students who have taken BIO 301.

Offered fall semester.

CHE 302. Biochemistry II. (4)

Prerequisite: BIO/CHE 301 and BIO 331 with a grade of "C" or better.

Quantitative aspects of biochemistry, kinetics, thermodynamics and spectroscopy will be covered, as well as biochemical aspects of molecular genetics. Biological polymers will be covered in detail. The hormonal regulation and the integration of metabolism will be covered in detail. Methods of molecular biology will be introduced. Three lecture hours and three laboratory hours per week.

This course is the same as BIO 302. No credit will be awarded to students who have taken BIO 302.

Offered every other spring semester

CHE 321. Analytical Chemistry I. (4)

Prerequisite: CHE 114 with a grade of "C" or better.

The theory and practice of modern quantitative analytical chemistry. Students will learn the basic theory behind quantitative solution preparation and wet chemistry reactions. Students will also learn basic statistical analysis skills used in an analytical laboratory. In lab special attention will be paid to proper technique and students will continue to develop the skills necessary to be a competent chemist. Three lecture and three laboratory hours per week.

Offered fall semester.

CHE 322. Analytical Chemistry II. (4)

Prerequisite: CHE 321.

The theory and practice of Instrumental Analysis. In this course students will learn the basic spectroscopic and chromatographic techniques which are replacing classical methods due to their speed and accuracy. The course will emphasize the molecular interactions which take place during an analysis and the design and maintenance of each instrument. Lab will focus on the application of different instruments to solve contemporary chemical problems. Three lecture and three laboratory hours per week.

Offered spring semester, even-numbered years.

CHE 330. Environmental Chemistry. (4)

Prerequisite: CHE 114.

The theory and application of chemistry to the environmental field. Covered topics include the environmental chemistry of water, soil, and air. The laboratories will use standard analytical and instrumental methods of detection. Quantitative analysis of soil, sediment, and water samples taken from the local environment will be performed in the laboratory. Three lecture and four laboratory hours per week.

Offered at departmental discretion.

CHE 375. Advanced Inorganic Chemistry. (4)

Prerequisite: CHE 114 with a grade of "C" or better.

An intermediate study of atomic and molecular structures, bonding, crystalline structures, and preparations and reactions of inorganic compounds with an emphasis on transition metal coordination compounds. Three lecture and three laboratory hours per week.

Offered at departmental discretion.

CHE 376. Structural Organic Analysis. (4)

Prerequisites: CHE 231, CHE 241, and to be accompanied or preceded by CHE 232, CHE 242.

Data interpretation and identification by instrumental methods including IR spectroscopy, UV-VIS spectroscopy, mass spectrometry, and NMR spectroscopy.

Three lecture and three laboratory hours per week.

Offered at departmental discretion.

CHE 391. Investigative Chemistry. (2)

Prerequisites: CHE 231 or CHE 321.

Students will conduct several inquiry-based experiments. Students will design and conduct a scientific investigation. The results of the investigation will be reported in both oral and written reports. Six hours of laboratory per week.

Offered at departmental discretion.

CHE 401. Advanced Biochemistry and Molecular Biology. (4)

Prerequisites: BIO/CHE 301 with a grade of "C" or better, or permission of instructor.

Macromolecular structures and conformations will be investigated as well as methods of physical biochemistry. Protein-ligand interactions and thermodynamics will be covered. Regulation of metabolic cycles and hormones will be covered. DNA technology and methods of molecular biology will be covered in detail. The biochemistry of selected disease states will be covered in the form of case study investigations with discussions. Three lecture hours and three laboratory hours per week.

This course is the same as BIO 401. No credit will be awarded to students who have taken BIO 401.

Offered every other spring semester

CHE 445. Physical Chemistry I. (4)

Prerequisites: CHE 114 with a grade of "C" or better and MAT 212 with a grade of "C" or better.

Recommended: PHY 213

Fundamentals of theoretical chemistry emphasizing the understanding and use of laws and theories of chemistry and physics. Topics include states of matter, physical and chemical properties of solids and solutions, chemical thermodynamics, and chemical equilibria. Three lecture and three laboratory hours per week.

Offered fall semester, even-numbered years.

CHE 446. Physical Chemistry II. (3)

Prerequisites: CHE 445 with a grade of "C" or better. Recommended: PHY 214

A continuation of the fundamentals of theoretical chemistry emphasizing the understanding and use of laws and theories of chemistry and physics. Topics include electrochemistry, kinetics, quantum chemistry, molecular structure and molecular spectroscopy. Three lecture hours per week.

Offered spring semester, odd-numbered years.

CHE 480. Special Topics in Chemistry. (3-4)

Prerequisite: By permission of instructor.

The topic will be determined by the Instructor. Three lecture hours a week (three hours credit), or three lecture and three laboratory hours per week (four hours credit).

Offered at departmental discretion.

CHE 481. Seminar. (1)

Prerequisite: Junior Chemistry major. Required of all Junior Chemistry majors.

Students will critique paper presentations by their peers enrolled in the course, current faculty members, and visiting scholars. This course will be graded pass/fail based on attendance, selection of a senior level project, and critiques completed.

Offered spring semester.

CHE 482. Seminar. (1)

Prerequisite: CHE 481.

Required of all Senior Chemistry majors.

Students will prepare a written summary of the project selected in CHE 481 including a summary of the background of the project, purpose of the research, hypothesis and results, and the work they completed. Topics may be chosen from student research or current research published in a peer reviewed journal or symposium issue (no textbooks).

Satisfies Writing Intensive (WI) 2014 core requirement.

Offered fall semester.

CHE 483. Senior Capstone. (1)

Prerequisite: CHE 482 with a grade of "C" or better.

Required of all Senior Chemistry majors.

The students will present a 30 minute oral presentation which will include the background of the research, purpose of the research, hypothesis and results based on the paper completed in CHE 482. Students will critique presentations by their peers, current faculty members, and visiting scholars.

This course is the same as BIO 482; no credit will be awarded to students who have taken BIO 482.

Offered spring semester.

CHE 491. Research in Chemistry. (2-6)

Prerequisite: A minimum of "B" in science courses and permission of instructor.

A scientific research project completed under the supervision of a Chemistry faculty member.

Subject to rules and regulations on page 61.

Offered on demand.

CHE 495. Internship. (2-4)

Prerequisite: 20 hours of chemistry courses.

Independent work at an off-campus location to apply college course work to a job situation, learn about a possible career and gain career related skills. Approval is required of both a Newberry College chemistry faculty member and an onsite supervisor.

Subject to rules and regulation on page 62.

Offered on demand.

College Life (COL)

Director of the First Year Experience Program: Ms. C. Jessie Long

Technology Requirements for College Life

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, College Life students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel in Windows 365, available free of charge through the Technology Tab in Wolf Den.

Course Descriptions**COL 111. Academic Success**

Note: Enrollment in COL 111 is decided by the academic advisor in collaboration with the student.

The course will focus on the academic success of our first year students. The course is designed to explain and then prepare students to meet the College's academic expectations while fostering student engagement and learning. Throughout the course, students will examine their values as well as their academic and career goals and how they fit into their overall experience at Newberry College.

Offered every semester.

COL 112. Career Preparation

Note: Enrollment in COL 112 is decided by the academic advisor in collaboration with the student.

This course has a dual focus, academic success and career preparation. The course is designed to prepare students for the academic expectations of the College while preparing them for their vocational futures. Throughout the course, students will examine their values as well as their academic and career goals and how they fit into their overall experience at Newberry College.

Offered every semester.

COL 105. The First Year Experience for Music Majors (1)

This is a special section of the First Year Experience course designed for music majors only. It includes a synthesis of the material from COL 101 and 102, with the addition of subjects relevant to developing musicians such as musical expectations, practicing, avoiding performance injuries, and careers in music. *Offered fall semester.*

COL 150, 151, 152, 153. Academic Success Program

This course is designed to assist students academically by improving communication, organization, time management, and study skills. Students will be provided with the support needed to become academically successful.

Offered as needed.

COL 201. Peer Mentoring I. (2)

Prerequisite: COL 102 and permission of First Year Experience Mentor.

This course is designed for students who are serving as peer mentors in COL 101 Introduction to First Year Experience. The goal of the course is to provide teaching and learning about being effective peer mentors and to give peer mentors an opportunity to reflect on their experiences. Training includes effective communication techniques, conflict resolution, leadership, knowledge of campus resources, and more.

To be taken concurrently with specific COL 101 section. Graded on pass/fail basis.

Offered fall semester.

COL 202. Peer Mentoring II. (1)

Prerequisite: COL 201 and permission of First Year Experience Mentor.

This course continues the training for students who served as peer mentors in COL 101 and are serving as peer mentors in COL 102 The First Year Experience – Engagement. Special attention will be paid to techniques and activities that relate to the theme of “Engaging the World.”

To be taken concurrently with specific COL102 section

Graded on pass/fail basis.

Offered spring semester.

COL 210. Building Your Personal Brand-Planning for Personal and Career Success. (1)

This course is designed for sophomores. Its purpose is to help students define success for themselves and create a plan and network of supports to achieve their goals.

COL 220. Foundations for Life and Money. (1)

This course is designed for freshmen and sophomores. Its purpose is to help students understand budgeting, saving, building wealth, debt, choosing loans, and the job market.

COL 300. Learning Leadership. (1)

Course will explore basic theories and concepts of leadership and personal values. Participants will identify personal leadership styles and skills and learn how to adapt and use them effectively in various life situations. This course is highly interactive and experiential in nature. Participants will be required to participate in many varied exercises.

Offered spring semester.

COL 310. Preparing for Internships or Graduate School. (1)

This course is designed for juniors. Its purpose is to prepare students for internships or applying to graduate schools. Students will prepare resumes, participate in mock interviews, prepare for pre-employment, and admission testing.

COL 401. Career Success Seminar. (1)

Through the use of a psychometric tool and a step by step workbook, students will learn the best practices in career management and job search. Topics will include networking, personal branding, resume development and interview preparation. Students will participate in a mock interview as part of the course.

This course will be graded Pass/Fail. This class will meet weekly for 8 weeks with two required out-of-class events.

The class is open to all Sophomores, Juniors and Seniors.

Communications (COM)

Department of Arts and Communications
Mr. Patrick Gagliano, Department Chair

Communications Faculty and Staff:

Professor: Jodie Peeler, Ph.D.

Assistant Professor: Al de Lachica, M.A.

Adjunct Faculty: Lisa Sisk, M.A.

Staff: Marshall Maddy, M.A.; Justin Smith, B.A.

Department of Arts and Communications Mission and Values Statement:

The Department of Arts and Communications prepares students for successful academic careers, vocations, and the ability to make a positive artistic impact on their communities. Through theory and application, and by nurturing skills in performing, visual, and mass communications arts, the Department exposes students to a variety of media, performance, and technological experiences that may serve to expand each student's vision beyond the traditional forms.

Communications Program Learning Outcomes:

1. Students will identify the principles of mass communication.
2. Students will develop writing skills appropriate for print and broadcast media.
3. Students will demonstrate skills of audio and/or video production.
4. Students will apply the legal principles that govern the practice of mass communication.

The curriculum of the Communications major combines technical training with a strong education in the theory, history, law and ethics of mass communication. Students are also expected to build strong professional skills needed for a successful career in media. The department is located in the Langford Communications Center, a facility equipped with a television studio and control room, digital editing suites for video and audio, and a radio station.

The Communications program offers students many opportunities to build their intellectual and professional skills in the areas of writing, conceptualization, and production of complicated media packages. The college's television station, radio station, student newspaper and public relations efforts give students opportunities for practical experience in their chosen fields, often in cooperation with the College's greater communications efforts, with local media outlets, and with local civic organizations.

In addition, all students are required to complete at least one three-hour off-campus internship with a working organization appropriate to the student's field of concentration, and are required to complete a minor or double major in order to promote academic depth.

Upon graduation students are expected to (1) possess general knowledge of the history of the communications industry and appreciate the ramifications of possible future developments; (2) have developed basic writing and production skills suitable for graduate programs and entry into the communications industry; (3) understand the role of conceptualization in any setting and be able to further develop such skills where needed; and (4) evaluate media productions based on the needs of the audience, a set of objectives, and relevant ethical and legal ramifications.

Communications Major (B.A. degree) Requirements (41 hours)

Requirements for a major in Communications include 41 hours of Communications as follows:

- 21 hours: COM 110, 121, 221, 231, 370, 480; 495
- 5 hours: COM 101 Communications lab;
- 15 hours in Communications, including 9 hours in courses at the 300 level or higher.

AREAS OF CONCENTRATION

Students are encouraged to structure their academic program based on their individual interests and career goals.

Students interested in **Journalism** are strongly encouraged to take COM 321 and 495; ENG 371 and 458; ART 220; ART 320, and to consider electives in BUA, ECO, POS or SOC.

Students interested in **Public Relations** are strongly encouraged to take COM 241, 341, 441 and 495; SOC

101; SSC 230; and consider electives in POS, SOC or COM.

Students interested in **Electronic Media** are strongly encouraged to take COM 309, 311, 323 and 423; SPE 202; THE 101, 103 & 104, and 212.

In addition, students who are considering **graduate school** are urged to take COM 391, 440 and 460.

INTERNSHIP REQUIREMENT

All Communications majors must complete an off-campus professional internship appropriate to their program of study. To fulfill this requirement, each student must take COM 495 for a minimum of three credit hours. A student must satisfactorily complete a minimum of 140 hours of on-site work in order to earn three hours of COM 495 credit.

Work done for Newberry College organizations, offices or departments, or performed in conjunction with work-study, co-operative, Service Learning or Independent Study projects will not count towards this requirement.

Students are responsible for securing their own internships, for completing all applications for internships by the stated deadlines, and for any expenses incurred in those internships. All internship proposals will be subject to review and approval by Communications faculty. Submission of a completed application does not guarantee approval.

MINOR REQUIREMENT

To promote the concept that an effective liberal arts education in Communications requires knowledge of the outside world, each student must successfully complete a minor outside of Communications. Students will select a minor in consultation with their academic advisers.

A student may also fulfill this requirement with successful completion of a double major.

This requirement may also be fulfilled by completing a semester abroad, of at least 12 credit hours, in a Newberry College-approved program.

It is strongly recommended that minors, double majors, and semesters abroad be related to the student's career interests.

PROGRAM OF STUDY

No later than the end of the student's sophomore year, each COM major is to complete a Program of Study form in cooperation with his or her adviser. The purpose of the Program of Study is to ensure the student is fulfilling core, major/concentration and minor requirements in a timely manner; guide the student into appropriate courses for future semesters; allow the student to plan for the timely and successful completion of degree requirements; and allow Communications faculty to anticipate course needs for future semesters. The Program of Study is not contractual and may be amended if circumstances require.

Transfer students should complete a Program of Study by the end of their first semester at Newberry College.

Fees

A \$75 fee is charged for each semester of COM 231, 311, 322, 323, 422, 423, 430, 431, 491, 492, and 499.

INDEPENDENT STUDY AND SENIOR PROJECT APPLICATION POLICY

Students seeking to take COM 491, 492 or 499 must file a written proposal with the Communications faculty outlining the planned project, its methods and scope, suggested source and supporting materials, and other details. This proposal must be submitted by the posted deadline given by Communications faculty; the faculty reserves the right to reject any or all proposals submitted after the deadline.

All proposals must be approved by Communications faculty. The faculty reserves the right to reject any proposals, or to direct students to revise proposals to the faculty's satisfaction prior to course enrollment. Information on the application process is available from Communications faculty.

PLACEMENT BY EXAMINATION

Upon request, students in the Communications major may take an examination to place out of COM 110 – *Introduction to Communication Arts* or COM 121 – *Introduction to Media Writing*, based on demonstrated knowledge

and abilities. Any courses exempted in this manner will be replaced by COM electives in the student's program of study in order to maintain the 41-hour requirement.

Communications Minor Requirements (20 Hours)

The Communications minor includes 20 hours as follows: COM 110, 121, 231, 370; two hours of COM 101; and six additional hours in communications courses, three of which must be at the 300 or 400 level.

Technology Requirements for the Department of Arts and Communications

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, communications students will be required to use a laptop computer with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

All Communications students should possess a laptop computer with at least entry-level video and audio editing software (for video, iMovie for Mac OS or Pinnacle for Windows; for audio, Audacity for both operating systems). Tablet and mobile devices (iPads, smartphones, etc.) will not meet the needs of assignments given in the Communications program.

Although not required, it is very strongly recommended each student acquire a digital video camera with tripod, a digital audio recorder, and a digital still camera. Having this equipment will allow a student greater flexibility in completing course assignments.

Please consult the Communications program's webpage <http://www.newberry.edu/academics/areasofstudy/artsandcommunications/communications/equipmentbuyingguide.aspx> for a guide to computers, software, cameras and other devices that will meet the program's technological standards.

Course Descriptions

COM 101. Communications Lab. (1)

A lab designed to build the level of involvement of students within both departmental and non-departmental communication activities. Communications majors are required to take this class five times for credit (transfer students will be pro-rated on a case-by-case basis), although one activity may be repeated. Communications students must spend at least one semester in each of the following media: print, audio, video, public relations.

NOTE: Multiple COM 101's will not satisfy other majors' curricular requirements for a three-hour COM course. Students may take more than one COM 101 section per semester only with permission from Communications faculty. Offered every semester.

COM 110. Introduction to Communication Arts. (3)

A survey course in the history, development, and current problems of the mass media (newspaper, magazines, radio, television, books, film, recorded music, and the Internet). Development in telecommunications technology will also be included.

Offered every semester.

COM 121. Introduction to Media Writing. (3)

Prerequisite: ENG 111 with a "C" or better.

An introductory survey of writing for communication arts. Students will be exposed to several types of media writing, including art writing, screenplays, writing news for broadcast and print media, and writing press releases and advertisements. The course will also examine legal and ethical problems of media writing. Students will be expected to begin and maintain portfolios of their work.

Offered every semester.

COM 221. Intermediate Media Writing. (3)

Prerequisites: COM 121.

An intermediate media writing course for students planning to major in communications. Students will build further skills in journalism and scriptwriting for print, broadcast and online media. Students will file stories for the student newspaper as well as the *Newberry Observer*. Legal and ethical aspects of media writing are also examined.

Offered fall semester.

COM 231. Introduction to Video Production. (3)

Prerequisites/Co-requisites: ENG 111.

A beginning course in the design and production of video programs. Practical experience will include designing and producing programs using portable and editing equipment. Documentary and informational program formats may be included in this course. The Langford Communications Center's facilities will be used for this course.

A \$75 lab fee is charged for this course.

Offered every semester.

COM 241. Introduction to Public Relations. (3)

Prerequisite: COM 121.

Introduction to the theory of persuasive communications forms, including the history, law, ethics, campaign techniques, and professional applications needed to understand how campaigns are produced and followed.

Offered spring semester.

COM 309. Production Planning and Management. (3)

Prerequisites: COM 121, 231

Introduction and analysis of procedures in planning and monitoring media productions. Analysis of factors influencing the content, style, and costs for various types of programs, budgeting, schedules, logistics, and basic legal requirements.

Offered spring semester, even-numbered years.

COM 311. Aesthetics of Design for Television. (3)

Prerequisite: COM 231

A course for students interested in the art of graphic design and video, especially how they combine in set design, lighting, graphic arts, storyboarding, and theatrical directing.

Offered spring semester, odd-numbered years.

A \$75 lab fee is charged for this course.

COM 321. Advanced Media Writing. (3)

Prerequisite: COM 221.

An advanced media writing course focusing on journalism. Students will learn advanced principles of reporting, writing and media editing for print, broadcast and other media. Students will file stories for the student newspaper as well as the *Newberry Observer*. Students will also examine legal and ethical problems involved in journalism.

Offered spring semester.

COM 322. Audio Production I. (3)

Prerequisite: COM 231.

An intermediate course in the design and production of audio programs. Practical experience will include designing and producing more complex programs using studio and editing equipment. Music and reporting as well as other program formats may be included in this course. The facilities of the Langford Communications Center will be used for this course.

A \$75 lab fee is charged for this course.

Offered spring semester, odd numbered years.

COM 323. Studio Production. (3)

Prerequisite: COM 231

An intermediate course in the design and production of programs using studio equipment. Practical experience will include designing and producing complex programs suitable for public showing or web streamed over the campus website.

A \$75 lab fee is charged for this course.

Offered every semester.

COM 341. Public Relations Research, Measurement, and Evaluation. (3)

Prerequisites: COM 241.

Methods of human studies research targeted to the understanding of how people think and act, including such methods as survey research, focus groups, statistical analysis of data, and an understanding of how research can be used to guide campaigns.

Offered fall semester, odd-numbered years.

COM 370. Communications Law and Ethics. (3)

Prerequisite: COM 110, 121 and junior standing.

An examination of the legal and ethical issues involved in mass communications. Historical and contemporary examples are used. Independent research is expected.

Offered spring semester.

COM 391. Advanced Research Skills in Communications. (3)

This course will expose students to the types of research likely to be encountered by a Communications student in an advanced degree program. The course includes an overview of the critical reference sources in Communications, searching paper and electronic resources such as indexes and journal databases, on-line catalogs of various kinds, government document resources, and planning and executing a comprehensive literature search. Recommended for students planning to attend graduate school.

Offered at program discretion.

COM 422. Audio Production II. (3)

Prerequisite: COM 322.

Advanced audio production using digital media tools to produce significant audio based programs.

A \$75 lab fee is charged for this course.

Offered fall semester, odd-numbered years.

COM 423. Advanced Video Production. (3)

Prerequisite: COM 323

Study and practice of production skills and strategies in both studio production and in independent or non- studio production for television. Practical experience will include designing and producing professional programs suitable for public showing or web streamed over the campus website.

A \$75 lab fee is charged for this course.

Offered fall semester, even-numbered years.

COM 430. Advanced Communications Studies I. (3)

Prerequisites: Four COM 101 credits, COM 121, COM 231 and junior standing.

This capstone course allows students to work on a single, complex, professional multimedia experience that integrates all of their previous studies into one class. Capstone classes at Newberry have worked on college admissions videos, extensive community service websites, and other long format projects. Students who enroll in COM 430 in the fall should take COM 431 in the spring.

A \$75 lab fee is charged for this course.

Offered fall semester, at program discretion.

COM 431. Advanced Communications Studies II. (3)

Prerequisite: COM 430.

The second semester of COM 430. Usually taken during the next semester after the student takes COM 430. COM 431 continues the major project started in the fall with COM 430 to its completion.

A \$75 lab fee is charged for this course.

Offered spring semester, at program discretion.

COM 440. Critical Analysis of Mass Media. (3)

Prerequisites: COM 110, 121, and junior standing.

A critical examination of the production, social, legal and ethical aspects of mass media. Theories of mass media will be presented and used for the analysis of specific examples. Students will be required to conduct individual studies of selected aspects of mass media. Recommended for students planning to attend graduate school.

Offered spring semester, odd-numbered years.

COM 441. Public Relations Campaigns. (3)

Prerequisite: COM 341.

This is an advanced seminar on the theory and practice of media campaigns as used by public relations professionals. Students will actively develop and deploy a public relations campaign.

Offered spring semester, even-numbered years.

COM 460. Introduction to Communication Theory. (3)

Prerequisites: COM 110, 121, and junior standing.

An introduction to the theories of mass communications. Students will begin to understand and comprehend the cognitive ideas and theories that guide media research. This course will be significantly useful for those students considering graduate school.

Offered fall semester; even-numbered years.

COM 480. Senior Seminar. (3)

Prerequisites: COM 110, COM 121, and senior standing.

An extensive study of important communications issues. Examples include the First Amendment and mass media, new communication technology, intellectual property rights, and ethics in mass media. Independent research and class presentations are expected.

Offered fall semester.

COM 490. Special Studies. (3)

Prerequisite: Permission of Instructor.

Studies in specific disciplines taught on an individual basis or in various settings including study-abroad programs. This course is repeatable up to two times total.

There may be additional cost in undertaking special studies abroad.

COM 491. Independent Study. (1-3)

Prerequisite: Permission of Instructor.

A course of directed readings with a term paper or production of a significant independent work in communications. Students may take each section of independent study once for credit.

A \$75 fee is charged to cover the maintenance of the production equipment. The cost of consumable production materials is additional. Students must submit a completed Proposal Form to the program coordinator by the posted deadline, and are responsible for the successful completion of any other required paperwork. All applications are subject to review and approval by Communications faculty.

Subject to rules and regulations on page 61.

COM 492. Independent Study. (1-3)

Prerequisite: Permission of Instructor.

A course of directed readings with a term paper or production of a significant independent work in communications. Students may take each section of independent study once for credit.

A \$75 fee is charged to cover the maintenance of the production equipment. The cost of consumable production materials is additional. Students must submit a completed Proposal Form to the program coordinator by the posted deadline, and are responsible for the successful completion of any other required paperwork. All applications are subject to review and approval by Communications faculty.

Subject to rules and regulations on page 61.

COM 495. Internship. (1-12)

Prerequisite: Permission of Instructor.

Internships are directed learning in a professional work environment related to the communications field. Limited to Communications majors and minors.

Note: COM 495/496 internships must be performed with off-campus businesses or organizations. Internships with activities or offices affiliated with Newberry College, or performed in conjunction with activities for other courses, will not count for course credit. The business or organization is subject to verification and approval by Communications faculty. A minimum of 45 hours of on-site work is required for each hour of credit.

Subject to regulations and restrictions on page 62. Students are responsible for the completion and submission of the required Internship Application by posted deadline. All applications are subject to review and approval by Communications faculty.

COM 496. Internship. (1-12)

Prerequisite: Permission of Instructor.

Internships are directed learning in a professional work environment related to the communications field. Limited to Communications majors and minors.

Note: COM 495/496 internships must be performed with off-campus businesses or organizations. Internships with activities or offices affiliated with Newberry College, or performed in conjunction with activities for other courses, will not count for course credit. The business or organization is subject to verification and approval by Communications faculty. A minimum of 45 hours of on-site work is required for each hour of credit.

Subject to regulations and restrictions on page 62. Students are responsible for the completion and submission of the required Internship Application by posted deadline. All applications are subject to review and approval by Communications faculty.

COM 499. Senior Project. (1-3)

Prerequisite: Permission of the instructor and senior standing.

Students undertaking a project requiring scholarly research and /or professional production.

A \$75 fee is charged to cover the maintenance of the production equipment. The cost of consumable production materials is additional. Students must submit a completed Proposal Form to the program coordinator by the posted deadline, and are responsible for the successful completion of any other required paperwork. All applications are subject to review and approval by Communications faculty.

Subject to regulations and restrictions on page 62.

Community Service Studies (COS)

Department of Social and Behavioral Sciences

Dr. Vinetta Witt, Interim Department Chair

Community Services Studies and Values Based Learning Program Director:

TBD

The Community Service minor can be a compliment and supplement to many majors or to other minors and concentrations and promote understanding of the way majors/minors/concentrations can be used to promote Christian vocation.

Community Service Studies Minor (18 hours)

The minor in Community Service Studies requires completion of 18 hours of coursework:

- COS 201: The Theory and Practice of Community Service.....3 hrs.
 - COS 202: Service and Reflection3 hrs.
 - COS 301: Community Studies3 hrs.
 - SOC 208: Social Stratification
or
SOC 308: Racial and Ethnic Groups3 hrs.
 - POS 461: History of Political Theory
or
another approved upper-level POS course.....3 hrs.
 - COS 401: Capstone Experience in Community Service Studies.....3 hrs.
- 18 hours

Course Descriptions

COS 201. (HUM 101) The Theory and Practice of Community Service. (3)

An in-depth examination of the history, philosophy, pedagogical role, and methods of community service and community-based research. Requires participation in community service.

Open to sophomores and higher.

Offered fall semester.

COS 202. (HUM 201) Service and Reflection. (3)

An examination of the relationship between community service and contemporary thought. Selections from novels, poetry, short stories, and philosophical, political, and sociological thought will be examined to assist in the moral, psychological and social reflection about serving others. Requires participation in community service.

Open to sophomores and higher.

COS 301. Community Studies. (3)

Prerequisite: COS 201

This course examines the structure and functioning of local communities, including the interconnections among the social, political, and economic institutions. Students will study theories of community power and techniques of community study. Underlying the focus on the study of communities will be an examination of service within this context and the knowledge and tools important for community engagement. Requires community-based research.

Offered every other year in rotation with COS 202.

COS 401. Capstone Experience. (3)

Prerequisite: COS 201, COS 202, COS 301, SOC 208 or 308, POS 461 or another approved upper-level POS course.

The selection, planning, and implementation of a community project or community research plan which demonstrates the knowledge and skills acquired in the minor. May be tailored to a student's major and mentored by staff in Values Based Learning or the student's major.

Offered as needed.

Computer Science (CSC)

Department of Sciences and Mathematics
Dr. Christina McCartha, Department Chair

Computer Science Faculty:
TBA

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, students in the Department of Science and Mathematics will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Computer Science Minor Requirements (18 hours)

The Computer Science minor requires 18 hours:

- 9 hours: CSC 156, 340;
- 9 hours: Select from CSC courses or PHI 110, MIS 310, or MIS 340.

Course Descriptions

CSC 155. Object-Oriented Programming in JAVA I. (3)

Prerequisite: MAT111 or placement, or higher math course

Students will learn to program in a current object-oriented programming language with exposure to JAVA. Topics include control structures, arrays, recursion methods, and functions.

A fee of \$95 is charged for this course.

CSC 156. Object-Oriented Programming in JAVA II. (3)

Prerequisite: CSC 155.

This course continues and extends the topics covered in CSC 155. Advanced programming methodology in concepts will be emphasized. Topics include: recursion, language libraries, introductory data structures, overloading, inheritance, method and variable access.

A fee of \$95 is charged for this course.

CSC 300. Computational Graphics. (3)

Prerequisite: CSC 155.

Corequisite: CSC 156.

An extension and thorough treatment of graphical topics covered in CSC 155 and CSC 156 from the programmer's perspective. The Java programming language will be used.

CSC 340. Data Structures. (3)

Prerequisite: CSC 156.

A course in advanced program design emphasizing efficiency both in the use of structures and in algorithm construction. Topics include linked lists, stacks, queues, trees, sorting and accessing data, implementation independence and data encapsulation.

CSC 351. Client Server and Networking Technologies. (3)

Corequisite: CSC 340.

Application of client server technology to distributed communications and data management; fundamentals or networking including topologies, protocols, strategies and security of networks; structure of open systems including Internet, Intranet and Extranet concepts.

CSC 430. Operating Systems and Hardware. (3)

Prerequisite: CSC 340.

An introduction to hardware, software, firmware, and process management. Other topics will include process concepts, concurrent programming, deadlock, storage management, virtual storage, processor management, and other state-of-the-art development in operating systems.

CSC 490. Special Topics in Computer Science. (3)

Prerequisite: Permission of instructor.

Topics to be selected by the instructor. Students may receive credit for more than one CSC 490 course, but students may not repeat the topics.

CSC 491, 492. Independent Study. (1-3, 1-3)

Independent study in a selected field or problem area of computer science.

Open to students of demonstrated ability who have departmental approval. Subject to regulations and restrictions on page 61.

CSC 495, 496. Internship. (1-3, 1-3)

Internships or practical experience in an approved program of study.

Subject to regulations and restrictions on page 62.

Creative Writing (CRW) [CRW courses are now listed in the English section under ENG courses.]

Department of Humanities

Dr. David Rachels, Department Chair

Creative Writing Faculty:

Professor: Warren Moore, III, Ph.D.

Assistant Professor: John Carenen, M.F.A.

See page 130 for requirements for the Minor in Creative Writing.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, creative writing students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

See pages 131-135 for course offerings in Creative Writing.

Economics (ECO)

Department of Business Administration

Dr. Joseph W. Franklin, Department Chair

Business Administration Faculty:

Professor: Joseph W. Franklin, Ed.D.

Instructor: Leslie D. Parks, M.B.A.

Economics is the science of choice, the allocation of scarce resource to satisfy the wants of society. In addition to learning about global economic systems, students will evaluate micro- and macroeconomic assumptions and outcomes. Price theory, markets, utility preference, profit maximization will constitute microeconomic analysis while aggregate supply and demand, employment, inflation, and major economic theories of the last century will comprise macroeconomic analysis. A critical look at short-run and long-run market adjustments will provide a framework for all economic courses. Graphs and quantitative methods will be used to solve economic problems and find equilibria. The contributions of major economists from Adam Smith to the present will be incorporated in course coverage.

See pages 92-96 for Business Administration major and minor requirements.

Technology Requirements for Economics:

To meet program objectives for the academic year 2014-2015 and to provide access to technology, accounting students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the fully functional 2010 or 2013 Microsoft Office Suite, which includes Microsoft Access, Word, PowerPoint, and Excel. Students in Economics need applications unavailable in Windows 365.

Course Descriptions

ECO 210. Principles of Macroeconomics. (3)

A study of the basic principles of the national economy including: demand and supply, national income accounts, rational expectations, natural rate theory, Keynesian economics, economic growth, unemployment, and inflation. Monetary and fiscal policy is included along with an overview of major economic systems. Students will be expected to use computer applications to evaluate economic models.

Partially meets 2007 Core Curriculum requirements in History and Social Sciences, Area E-2.

This course satisfies the Quantitative Literacy criteria (QL) for the 2014 Core Curriculum.

Offered every semester.

ECO 220. Principles of Microeconomics. (3)

Prerequisites: ACC 210, ECO 210.

A study of the basic economic factors relevant to the firm and to the consumer. This course includes various cost and revenue concepts, demand and supply models, and indifference curve analysis. Students will be expected to use computer applications to evaluate economic models.

Partially meets 2007 Core Curriculum requirements in History and Social Sciences, Area E-2.

This course satisfies the Quantitative Literacy criteria (QL) for the 2014 Core Curriculum.

Offered every semester.

ECO 310. Intermediate Microeconomics. (3)

Prerequisites: ECO 210, ECO 220.

Theory of production; market structures, equilibrium of the firm and the industry; the pricing of factors of production; analysis of consumer behavior; general equilibrium analysis; and welfare economics.

Offered at departmental discretion.

ECO 320. Intermediate Macroeconomics. (3)

Prerequisites: ECO 210, ECO 220.

Analysis of classical and Keynesian theory. This course focuses on post-Keynesian developments in the analysis of the consumption, investments, and liquidity preference functions. Supply side economics and rational expectations will also be covered, along with growth theories. *Offered at departmental discretion.*

ECO 340. Money and Banking. (3)

Prerequisites: ACC 210, ECO 210, ECO 220.

The nature of money, its functions, and its institutions. This course focuses on the role of money in the modern economy, the role of the Federal Reserve System and fiscal policy as tools of economic stabilization.

Offered at departmental discretion.

ECO 410. Managerial Economics. (3)

Prerequisites: ACC 210, ECO 210, ECO 220.

This course builds on the concepts of economics presented at the principles level. It applies economic theory and methods to business and administrative decision making. It shows how management decision problems such as make or buy, inventory level and advertising are combined with the theories of the firm and market structure and pricing as well as the decision sciences lead to optimal solutions for managerial decisions.

Offered at departmental discretion.

Teacher Education (ECE) (ECM) (EDU) (ELE) (EMD)

Department of Teacher Education
Ms. Jennifer Morrison, Department Chair

Education Department Faculty and Staff:

Assistant Professors: Jennifer Morrison, M.A.; Daphne Poore, M.Ed.; Virginia Riddle, M.A.; Lisa Waller, Ph.D.;
Don Lawrimore, M.Ed.

Adjunct Faculty: Lynn Dowd, M.A.

Coordinator of Clinical Experiences: Deborah Poston, M.Ed.

Teaching Fellows Campus Director: Lynn Dowd, M.A.

Teacher Cadet Campus Director: Lynn Dowd, M.A.

Call Me MISTER Campus Director: John Lesaine, M.S.

Licensure and Administrative Specialist: Christina Frederickson

Early Childcare Management

The B.A. in Early Childcare Management is for candidates seeking to work and lead in the private or public childcare industry after graduation. Students will gain a strong foundation in the developmental stages of children, birth to age five, developmentally appropriate practices, environmental design, administration, and marketing. This degree follows guidelines established by the National Association for the Education of Young Children (NAEYC) and provides a thorough understanding of South Carolina Childcare Regulations and the ABC Child Care Program. It is designed for individuals working in, or closely associated with, child development, child care administration, and other related fields. This degree does not lead to South Carolina public school licensure.

Early Childcare Majors

- **Required Courses in Education:**

EDU 224, 230, 232, and 300; ECE 240, 260, and 352

- **Required Courses in Early Childcare:**

ECM 310, 330, 350, 410, 430, 450, 470, 480, and 483

- **Required Courses in Business Administration:**

BUA 363 and 477; ACC 432

Vision and Mission of the Teacher Education Program

Motto: Building Better Communities, One Teacher at a Time

Vision: Newberry College teacher candidates and graduates will be recognized as models of life-long learning, service, leadership, and professional behavior in the campus, public school, local, state, and global communities.

Conceptual Outcomes: Our graduates will exemplify

Teacher as Learner

Teacher as Servant

Teacher as Leader

Teacher as Professional

The mission of the Teacher Education Program mirrors the mission of Newberry College for intellectual and personal development of its students. The Newberry College Teacher Education community provides each candidate the opportunity to become a highly qualified teacher who is a caring, reflective, life-long learner with the knowledge, skills and dispositions necessary to instruct future generations of students.

Guiding Principles:

Best Practice - The teacher candidate applies appropriate current research, technology, and various other methodologies to teaching accurate and comprehensive content in the field of specialization.

Collaboration - The teacher candidate works with all stake holders to provide a safe, nurturing, and positive learning environment for every student.

Content – The teacher candidate demonstrates mastery of knowledge in the specific subject areas.

Diversity - The teacher candidate recognizes differences inherent among individuals and cultures and adapts content and instructional techniques to provide for the interests and needs of all learners.

Ethics - The teacher candidate accepts responsibility for choices in selection of content and personal interactions, respects the worth of each individual, and exhibits professional standards of behavior.

This mission will be accomplished by providing a curriculum that will engage the teachers of tomorrow in pedagogy of how to create a learner-centered environment and meet the needs of a diverse student population. Through close collaboration with all stakeholders, including area public schools, candidates will be immersed in authentic classroom experiences throughout the program.

Graduates of Newberry College's education program have become leaders throughout the state. Many have been recognized by their peers as Teacher-of-the-Year or hold National Board Certification. Currently, more than 1,700 Newberry graduates teach in elementary and secondary schools throughout the state. Students may prepare to teach Early Childhood Education, Elementary Education, Middle Level Education, Secondary Biology, Chemistry, English, Social Studies, and Mathematics, and PK-12 Physical Education or Music.

The requirements for a teaching credential in South Carolina are subject to change by the State Board of Education and by the South Carolina General Assembly during the period of preparation for such a credential. The College may, therefore, change the Teacher Education Program to comply with changing requirements of the State at any time, and cannot assume responsibility for such changes or additional courses that new state rules or policies require.

Accreditation

The Department of Education at Newberry College is accredited by the National Council for Accreditation of Teacher Education (NCATE, www.ncate.org), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036 (telephone: 202-223-0077). This accreditation covers initial teacher preparation programs at Newberry College. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. All initial teacher licensure programs are recognized by the South Carolina Department of Education (SCDE).

To satisfy SCDE and NCATE accreditation requirements, the Teacher Education Program must maintain national recognition with specialized professional associations including the National Association for the Education of Young Children (NAEYC), the Association for Childhood Education International (ACEI), the Association for Middle Level Education (AMLE), National Council for the Social Studies (NCSS), the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), the National Science Teachers Association (NSTA), the National Association of Schools of Music (NASM), and the National Association for Sports and Physical Education (NASPE).

Education Program Requirements

Students must successfully complete the entire **Early Childhood, Elementary Education, or Middle Level Education** program, including the internship, to graduate with a B.S. in Education. Graduation with a B.S. in Early Childhood, Elementary Education, or Middle Level Education does not guarantee state certification. In order to be certified by the state of South Carolina, candidates must pass all required PRAXIS II series tests and meet all certification requirements.

Students who plan to qualify for certification at the **secondary or PK-12 level** should major in the academic field for which certification will be sought and select a concentration in Education. Students may prepare for high school certification in Biology, Chemistry, English, Mathematics, or Social Studies (for the History major). Students may prepare for PK-12 certification in Music or Physical Education. Graduation with a degree or concentration in Education does not guarantee state certification. In order to be certified by the state of South Carolina, candidates must pass all required PRAXIS II series tests and meet all certification requirements.

Candidates should take EDU 224 and EDU 230 during their freshman year. EDU 232 and EDU 300 should be taken during the sophomore year. Admission to the Teacher Education Program is a pre-requisite for all other education courses. Additional courses required for the secondary education concentration are EDU 342, EDU 382, EDU 455, EDU 480, EDU 483, and PHE 210 (for English and Social Studies majors only). Schedules for otherwise qualified transfer students will be considered on an individual basis.

All candidates, regardless of major, complete a minimum of 100 hours of field experience in a public school prior to student teaching.

Explanation of grade levels:

PK-12	Primary/Kindergarten - Grade 12
Early Childhood	Primary/Kindergarten - Grade 3
Elementary	Grades 2 - 5
Middle School	Grades 6 - 8
Secondary	Grades 9 - 12

Early Childhood Education Majors

- **Required Professional Education Courses for Early Childhood Education**

EDU 224, 230, 232, 300, 341, 382, 480, and 483

ECE 233, 240, 260, 352, 435, 436, 437, and 438

- **Additional Required Courses Above Core Requirements**

PHE 210, HIS 120, SOC 101, SCI 110, and SCI 120.

- For the Additional Humanities requirement of the Core, candidates must take ENG 250

- For the Lab Science requirement of the Core, candidates must take BIO 101

Elementary Education Majors

- **Required Professional Education Courses for Elementary Education Majors:**

EDU 224, 230, 232, 300, 341, 382, 480, and 483; ELE 221, 260, 353, 445, 446, 448, and 457

- **Additional Required Courses Above Core Requirements:**

PHE 210, HIS 120, GEO 135, SCI 110, and SCI 120

- For the Additional Humanities requirement of the Core, candidates must take ENG 250

- For the Lab Science requirement of the Core, candidates must take BIO 10

Middle Level Education Majors

- **Required Professional Education Courses for Middle Level Education Majors:**

EDU 224, 230, 232, 300, 342, 382, 455, 480, and 483; EMD 335 and 336

- Middle Level majors must be highly qualified in two content areas (English, Math, Science, or Social Studies) and therefore will take two middle level content methods classes (EMD 436, 437, 438, or 439) depending on the areas of concentration.

- Middle level majors must take HIS 120 in addition to the Core.

- Candidates with an English concentration take ENG 230, 233, 250, 322, and an additional 300- or 400-level ENG course.

- Candidates with a math concentration take MAT 200, MAT 211, MAT 212, MAT 227, MAT 334, and MAT 335.

- Candidates with a science concentration take BIO 121, CHE 113, SCI 110, and SCI 120.

- Candidates with a social studies concentration take ECO 210, GEO 135, HIS 111 or 112, HIS 310, and HIS 320.

Admission to the Teacher Education Program

Candidate admission to the Teacher Education Program is monitored through the Department of Teacher Education (McClurg 212). Admission will be granted as soon as the student meets all admission requirements listed below, including successful completion or exemption of the Core Academic Skills tests of reading, mathematics, and writing. Passing standards are established by the State of South Carolina. Students must be admitted by the second semester of the sophomore year in order to stay on track for on-time graduation. If candidates have not passed all three Core tests after three attempts, they should talk with their academic advisor and the Chair of the Department of Teacher Education immediately to discuss a change of major or program. Failure to follow college and state deadlines may result in a delay of one or more semesters in a candidate's program and planned graduation.

Requirements for Admission to the Teacher Education Program:

1. Satisfactory completion of 45 semester hours of college work with a grade of C or better in EDU 224, EDU 230, and EDU 232.
2. Passing scores on Core reading, mathematics, and writing tests with Newberry College listed as a score recipient or evidence of exemption based on college entrance exams (24 or higher on the ACT, 1100 or higher on the two part SAT, 1650 or higher on the three part SAT).
3. Minimum overall grade point average (GPA) of 2.60.
4. Reflective essay following a specified writing prompt. The essay will deal with learning in the Core classes, education classes and field experiences and how these learning experiences have informed the teacher candidate.
5. Evidence of positive professional dispositions for teaching.

Admission to the Internship

A candidate must apply and be approved to student teach by the Coordinator of Clinical Experiences well prior to the semester in which he/she intends to student teach.

Failure to follow required college and state deadlines will result in a delay of one or more semesters in a candidate's program and planned graduation.

South Carolina state law requires that all candidates for the internship submit official fingerprint cards and be cleared through SLED (South Carolina Law Enforcement Division) and the FBI before being allowed to intern. Fingerprints may not be submitted after state deadlines have passed. All candidates must understand that prior criminal records will likely prevent them from participating in the internship and completing an education program. Those with questions should request a meeting with the Chair of the Department of Teacher Education early in their college program.

Requirements for Admission into the Internship (EDU 480):

1. Minimum GPA of 2.50 in the major with a minimum grade of "C" in each course.
2. Minimum GPA of 2.50 in professional education courses with a minimum grade of "C" in each course.
3. Completion of all education and major required courses except EDU 480 and EDU 483.
4. Evidence of positive professional dispositions for teaching.

Because the internship is in essence a full time position, candidates are required to complete all CACP papers and all but three Fine Arts and Lecture requirements prior to the internship. **NOTE** – Candidates must show evidence of having taken PRAXIS II and PLT exams prior to graduation.

Completion of the Teacher Education Program

To become a program completer and be recommended for licensure, teacher education candidates must meet the following requirements:

1. Successful completion of all College degree requirements.
2. Successful completion of all Core, subject area, education, and education-required courses with an overall GPA of at least 2.5.
3. Successful completion of EDU 480 Internship and EDU 483 Internship Seminar with grades of at least "C".
4. Recommendation by the Newberry College Department of Teacher Education for certification by the South Carolina State Department of Education, made in conjunction with cooperating teachers and college supervisors of the internship.
5. Successful completion of all required Praxis II exams in the candidate's area of specialty, plus the Principles of Teaching and Learning (PLT) test.

Other Teacher Education Programs at Newberry College

Please see major descriptions in this catalog for major and concentration requirements.

Biology (Secondary)

Music (PK-12)

Chemistry (Secondary)

Physical Education (PK-12)

English (Secondary)

Social Studies (Secondary)

Mathematics (Secondary)

Fees: The Teacher Education Program charges a series of ten \$100 course fees across courses in every program to pay first-time candidate testing fees, candidate registration fees, and internship expenses. Outside College fees, candidates must cover expenses for tuberculosis testing, travel for field experiences, and testing fees for any test re-takes. As stated previously, failure to follow required college and state deadlines – even when due to financial inability – will result in a delay of one or more semesters in a candidate's program and planned graduation.

Technology Requirements for the Department of Teacher Education

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, Teacher Education students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den. In addition to the basic software listed above, Teacher Education students are also required to have a LiveText account.

Early Childhood Education (ECE)

The following sequence of major courses is suggested for ECE majors. Every attempt will be made to offer courses as indicated. Please use your advisor as a support in developing and carrying out your individual sequence of study. **Note: All ECE courses listed below require successful admission to the Teacher Education Program for registration by ECE candidates. EMD candidates may take ECE 240, ECE 260, and ECE 352.**

	Fall	Spring
Freshman	EDU 224	EDU 230
Sophomore	EDU 232	EDU 300
Junior	ECE 233 ECE 240 ECE 352	ECE 435 ECE 436 ECE 437 ECE 260
Senior	ECE 438 EDU 341 EDU 382	EDU 480 EDU 483

ECE 233. Early Childhood Curriculum and Assessment. (3)

A study of the theories, design, implementation and evaluation of early childhood curriculum and assessment. This course focuses on the goals, benefits and uses of developmentally appropriate curriculum, effective instructional strategies and assessment.

Offered fall semester.

ECE 240. Children, Families, Schools, and Communities. (3)

This course will assist candidates in building family, school, and community partnerships that support children's well-being and educational success. Candidates will explore theories and processes used to establish positive relations to include: diversity of families, professionalism and ethics, the NAEYC Code of Conduct, and advocating for young children.

Offered fall semester.

ECE 260. Art, Music, and Movement for Early Childhood. (3)

This course will focus on young children's creative expression through art, music, and movement. Candidates will develop strategies for using appropriate and open-ended instructional materials and providing intervention and support for exceptional children and ESOL students. Candidates will learn how to plan, implement, and evaluate art, music, and movement activities using developmentally appropriate growth and development guidelines.

Offered spring semester.

ECE 300. Field Experience in Early Childhood Education. (3)

A field experience placement in an early childhood setting which allows participants to experience an integrated curriculum. This field based course will allow elementary or other teacher education majors to add on certification in Early Childhood. The course will be conducted as a combination of field experience and seminar sessions.

Required for Early Childhood Add-On Certificate. Offered as needed.

ECE 352. Language and Literacy Development in Young Children. (3)

This course will provide candidates with knowledge regarding development of language in young children, including the impact of family and community on this development and with content knowledge and experiences in developing literacy programs for young children, ages PK-3. The content will focus on developmentally appropriate approaches, strategies, and tools used in the acquisition of language, reading, and writing.

24 hours of clinical field experience required.

Offered fall semester.

ECE 435. Methods and Materials for Early Childhood Science. (3)

A study of methods and materials for teaching science in the K-3 classroom. Emphasis is on course integration, promotion of positive attitudes toward teaching science, concept development, questioning techniques, inquiry based learning, and multimedia teaching strategies for meeting individual and group needs.

15 hours of clinical field experience required.

Offered spring semester.

ECE 436. Methods and Materials for Early Childhood Mathematics. (3)

A study of methods and materials for teaching mathematics in the K-3 classroom. Emphasis is on NCTM national standards, promotion of positive attitudes toward teaching mathematics, concept development, questioning techniques, constructivist approach to mathematics, and multimedia teaching strategies for meeting individual and group needs.

15 hours of clinical field experience required.

Offered spring semester.

ECE 437. Teaching an Integrated Curriculum. (3)

This course emphasizes the use of content knowledge, best practices and proven theories in an interdisciplinary approach to teaching language arts, social studies, mathematics, science, health, and the arts in early childhood classroom.

Candidates will demonstrate their ability to combine their knowledge to create an engaged, integrated curriculum to enhance a positive learning environment for children.

24 hours of clinical field experience required.

A \$100 Teacher Education Program fee is charged.

Offered spring semester.

ECE 438. Methods and Materials for Social Studies. (3)

This course provides teacher candidates with an in-depth study of methods and materials used for teaching social studies to primary students (PK-3). Emphasis will be on the use of a variety of instructional strategies to meet the diverse needs of primary students in the areas of history, geography, economics, political science, and social studies.

6 hours of clinical field experience required.

A \$100 Teacher Education Program fee is charged.

Offered fall semester.

Early Childcare Management (ECM)

The following sequence of major courses is suggested for ECM majors. Every attempt will be made to offer courses as indicated. Please use your advisor as a support in developing and carrying out your individual sequence of study.

	Fall	Spring
Freshman	EDU 224	EDU 230
Sophomore	EDU 232	EDU 300
Junior	ECE 240 ECE 352 ECM 310 ECM 330 BUA 363	ECE 260 ECM 350 ECM 410 BUA 477
Senior	ECM 430 ECM 450 ECM 470	ACC 432 ECM 480 ECM 483

ECE 240. Children, Families, Schools, and Communities. (3)

This course will assist candidates in building family, school, and community partnerships that support children's well-being and educational success. Candidates will explore theories and processes used to establish positive relations to include: diversity of families, professionalism and ethics, the NAEYC Code of Conduct, and advocating for young children.

Offered fall semester.

ECE 260. Art, Music, and Movement. (3)

This course will focus on young children's creative expression through art, music, and movement. Candidates will develop strategies for using appropriate and open-ended instructional materials and providing intervention and support for exceptional children and ESOL students. Candidates will learn how to plan, implement, and evaluate art, music, and movement activities using developmentally appropriate growth and development guidelines.

Offered spring semester.

ECE 352. Language and Literacy Development in Young Children. (3)

This course will provide candidates content knowledge and experiences in developing literacy programs for young children, ages PK-3. The content will focus on developmentally appropriate approaches, strategies, and tools used in the acquisition of reading, writing, and speaking skills.

Offered fall semester.

ECM 310. Learning and Development, Birth to Five. (3)

Upon completion of this course, candidates will be able to reference theories and research when defining the four learning and developmental domains (cognitive, physical, language and social /emotional), as they pertain to the stages of development of children from birth to age five. The impact of cultural diversity, family, education, and socioeconomic status on early learning and development will be included.

Offered fall semester.

ECM 330. Early Childhood Curriculum and Methods, Birth to Age Five. (3)

This course involves a study of the design, implementation, and evaluation of programs for young children from birth to five, including the curriculum, materials and equipment used for learning activities. Emphasis will be placed on the identification, selection, application, and integration of developmentally appropriate activities, themes, literature and key concepts in a variety of public and private early childhood settings. Candidates will be required to plan, create, and present developmentally-appropriate learning activities that facilitate growth of the whole child.

Offered fall semester.

ECM 350. Nutrition, Health, Child Care Policies, Regulations, and Laws. (3)

This course will provide candidates with a comprehensive overview of the health, safety, and nutritional needs of growing children and the laws, regulations, standards, policies, and procedures that apply to the health and safety of young children. The influence of family, community, and culture on a child's health and safety and the physical health, mental health, and safety of both children and staff will be explored. Candidates will learn how to integrate concepts related to health, safety, and nutrition in their daily planning.

Offered spring semester.

ECM 410. Guiding Young Children's Behavior. (3)

This course is designed to help early childhood educators meet the needs of the growing number of children with challenging behaviors. Candidates will learn what behaviors are appropriate for different age groups and which behaviors indicate a need for additional intervention. Methods will be taught for promoting self-esteem, self-confidence and decision making abilities in young children. Candidates will learn techniques for the behavioral management of young children and for smooth transitions in the daily schedule. Diversity in cultures as it pertains to discipline will be explored.

Offered spring semester.

ECM 430. Effective Learning Environments. (3)

Candidates will learn how to create a learning environment that is safe, secure, and provides lots of opportunities for the development of the whole child. Upon successful completion of this course, students will be able to set up an area or classroom for young children, including types of furniture and flooring, learning centers, lighting, display of materials, labeling, storage, etc. Both indoor and outdoor areas will be studied. The effect of the environment on the behavior of young children will be explored.

Offered fall semester.

ECM 450. Inclusive Practices and Young Children. (3)

Candidates will learn to design, implement and evaluate learning environments and curricular activities for **ALL** children. Contemporary inclusion topics facing early childhood/childhood educators, including children with physical and mental disabilities, ESOL children, and gifted children will be explored. Candidates will learn how to develop a curriculum that is anti-biased and encourages collaboration with culturally diverse families.

Offered fall semester.

ECM 470. Leadership and Human Resource Management. (3)

This course will explore administrative issues relating to leadership in early childhood education: management styles, staff development and supervision including teacher training, staff relations, retention and evaluation.

Offered fall semester.

ECM 480. Supervised Internship. (12)

ECM 483. Seminar. (3)

Education (EDU)

EDU 224. Foundations of Teaching and Learning. (3)

A survey course focusing on the foundations of education, including the characteristics and expectations of the profession. Content includes the historical, philosophical, legal, governance and societal influences on American schools. Emphasis is placed on the Newberry College Conceptual Framework Standards and Dispositions for Teaching.

Required of all education candidates. Candidates should take EDU 224 and EDU 230 in different semesters.

A \$100 Teacher Education Program fee is charged.

Offered fall semester.

EDU 230. Human Development and Learning. (3)

A study of the development of the learner through the lifespan, with emphasis on childhood and adolescence in the school setting. Topics include: physical, social, emotional, language, and cognitive development.

This course emphasizes the relationship between development and learning and individual differences in personality, achievement, learning ability, and moral development.

Required of all education candidates. Candidates should take EDU 224 and EDU 230 in different semesters.

A \$100 Teacher Education Program fee is charged.

Offered spring semester.

EDU 232. Working with Exceptional and Diverse Learners. (3)

This course is designed to provide teacher candidates with strategies to understand how our diverse society influences teaching and learning in the classroom. This course will emphasize understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, social status, and family values. Special attention will be given to exceptional learners including categorical labels, educational law, and instructional accommodations. This course will encourage teacher candidates to reevaluate personal beliefs and possible prejudices that may adversely affect the learning process and gain an appreciation for all facets of diversity that will be encountered in their classrooms.

Required of all education candidates. A \$100 Teacher Education Program fee is charged.

Offered every semester.

EDU 300 Assessment for Learning. (3)

This course is designed to assist teacher candidates in understanding the choices involved in selecting instructional strategies and options for assessment and evaluation. Content will include the history and purpose of assessment and will explore the relationships between curriculum, instruction and assessment. Candidates will study the diverse functions of various assessments, methods of assigning grades, and how to use data from state, national and teacher-made assessments to make instructional decisions.

15 hours of clinical field experience required.

Required of all teacher candidates except for BME 15 hours of clinical field experience required. A \$100 Teacher Education Program fee is charged.

Offered every semester.

NOTE: All candidates must pass or exempt Core Reading, Writing, and Mathematics tests and be admitted to the Teacher Education Program to be eligible to take 300-level and 400-level education courses past EDU 300.

EDU 341. Classroom Environment for Early Childhood and Elementary Classrooms. (3)

Intended to introduce candidates to the principles used in creating a positive environment in early childhood and elementary grades. Emphasis is placed on state and national curriculum standards; lesson design, implementation, assessment, characteristics of successful researched-based instructional approaches; successful classroom management approaches and current trends and issues in education. Requires 24 hours of field experience in the public schools. 12 hours of clinical field experience required.

Required of all Early Childhood and Elementary education majors. PK-12 candidates may take either EDU 341 or EDU 342. PHE candidates should take PHE 305 to meet this requirement. 12 hours of clinical field experience required. A \$100 Teacher Education Program fee is charged.

Offered fall semester.

EDU 342. Classroom Environment for Middle and High School Classrooms. (3)

Intended to introduce candidates to the principles used in creating a positive environment in the middle and high school grades. Emphasis is placed on state and national curriculum standards; lesson design, implementation, assessment, characteristics of successful researched-based instructional approaches; successful classroom management approaches and current trends and issues in education. Requires 24 hours of field experience in the public schools.

Required of middle level and secondary candidates. PK-12 candidates may take either EDU 341 or EDU 342. PHE candidates should take PHE 305 to meet this requirement. 23 hours of clinical field experience required.

A \$100 Teacher Education Program fee is charged.

Offered spring semester.

EDU 382. Technology and Teaching. (3)

A study of principles of instructional design and the integration of multimedia tools to the learning environment. Participants will evaluate and develop multimedia and web-based instructional applications.

Required of all teacher education candidates except B.M.E. BME candidates should take MUS 382.

12 hours of clinical field experience required. A \$100 Teacher Education Program fee is charged.

Offered every semester.

EDU 455. Content Area Literacy in Middle and High Schools. (3)

A study of the content and process of using literacy strategies to improve content area instruction at the middle and secondary school levels. Requires 24 hours of field experience in public schools including teaching using literacy strategies.

Required of all candidates in secondary and PK-12 programs except BME. 20 hours of clinical field experience required. A \$100 Teacher Education Program fee is charged.

Offered fall semester.

EDU 480. Internship. (All Programs). (12)

Prerequisites: Completion of all major courses and successful admission to the Internship.

Co-requisite: EDU 483.

This course is designed to provide experience useful in stimulating and guiding the learning activities of students, developing teaching skills of a high order, and promoting professional attitudes that are necessary for successful teaching, and completing a unit work sample to demonstrate impact on student learning. Candidates spend 14 weeks in 2 public school placements except for secondary majors who stay in the same placement for the entire 14 weeks.

Offered only with Education 483: Internship Seminar. Required of all candidates in all education programs.

A \$100 Teacher Education Program fee is charged.

Offered every semester.

EDU 483. Internship Seminar (All Programs). (3)

Prerequisites: Completion of all major courses and admission to the Internship by the Teacher Education committee. The candidate must provide evidence of having taken or registered for Praxis II tests.

Co-requisite: EDU 480

Seminar activities prior to the internship and weekly seminars on campus during the internship. Emphasis on developing a Unit Work Sample, Resumes and Interviewing, Lesson Planning, and Professional Portfolio completion.

Offered only with Education 480: Internship. Required of all candidates in all education programs.

A \$100 Teacher Education Program fee is charged.

Offered every semester.

EDU 491, 492. Independent Study. (1-3, 1-3)

Independent Study in a selected field or problem area of education. The topic or problem will be chosen in consultation with the Department of Teacher Education faculty member under whose guidance the study will be conducted.

Special permission is required. Subject to regulations and restrictions on page 61.

EDU 495, 496. Internship. (1-3, 1-3)

Internships or practical experience in an approved program of study.

Limited to majors in the department. Subject to regulations and restrictions on page 62.

Elementary Education (ELE)

The following sequence of major courses is suggested for ELE majors. Every attempt will be made to offer courses as indicated. Please use your advisor as a support in developing and carrying out your individual sequence of study. **Note: All ELE courses listed below require successful admission to the Teacher Education Program for registration by ELE candidates.**

	Fall	Spring
Freshman	EDU 224	EDU 230
Sophomore	EDU 232	EDU 300
Junior	ELE 221 ELE 353	ELE 445 ELE 446 ELE 457 ELE 260
Senior	ELE 448 EDU 341 EDU 382	EDU 480 EDU 483

Course Descriptions

ELE 221 Children’s Literature. (3)

A survey of prose and verse representing a range of periods for children, with emphasis on teaching methods and curricular integration.

12 hours of clinical experience required.

Offered fall semester.

ECE 260 Art, Music, and Movement for Elementary. (3)

This course will focus on young children's creative expression through art, music, and movement. Candidates will develop strategies for using appropriate and open-ended instructional materials and providing intervention and support for exceptional children and ESOL students. Candidates will learn how to plan, implement, and evaluate art, music, and movement activities using developmentally appropriate growth and development guidelines.

Offered spring semester.

ELE 353. Teaching of Reading in the Elementary Schools. (3)

A study of the content and process of the teaching of reading including phonemic awareness, phonics, comprehension and vocabulary and fluency skills in grades 2-6.

12 hours of clinical experience required.

Offered fall semester.

ELE 445. Methods and Materials for Elementary Science. (3)

A study of methods and materials for teaching science for grades 2-6. Emphasis is on course integration, promotion of positive attitudes toward teaching science, concept development, questioning techniques, inquiry based learning, and multimedia teaching strategies for meeting individual and group needs.

15 hours of clinical experience required.

Offered spring semester.

ELE 446. Methods and Materials for Elementary Mathematics. (3)

A study of methods and materials for teaching mathematics for grades 2-6. Emphasis is on NCTM national standards, promotion of positive attitudes toward teaching mathematics, concept development, questioning techniques, constructivist approach to mathematics, and multimedia teaching strategies for meeting individual and group needs.

15 hours of clinical experience required.

Offered spring semester.

ELE 448. Methods and Materials for Elementary Social Studies. (3)

This course provides teacher candidates with an in-depth study of methods and materials used for teaching social studies to elementary students (grades 2-5). Emphasis will be on the use of a variety of instructional strategies to meet the diverse needs of elementary students in the areas of history, geography, economics, political science, and social studies. Literature integration into the social studies curriculum will be emphasized in the course.

6 hours of clinical field experience required.

A \$100 Teacher Education Program fee is charged.

Offered fall semester.

ELE 457. Reading Diagnosis and Remedial Treatment. (3)

A study of the diagnostic-prescriptive approach to the teaching of reading (grades 2-6). Special emphasis is placed on understanding and utilizing various diagnostic instruments and implementing remedial techniques.

12 hours of clinical field experience required.

A \$100 Teacher Education Program fee is charged.

Offered spring semester.

Middle Level Education (EMD)

All EMD courses listed below require successful admission to the Teacher Education Program for registration.

EMD 335. Middle School Curriculum and Organization. (3)

A study of school organization and curriculum developmentally appropriate for middle level students. Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, vertical articulation, activity and advisory programs, and community building. Candidates also are introduced to the AMLE standards.

15 hours of clinical field experience required.

18 hours of clinical field experience required.

Offered fall semester in even years.

EMD 336. Nature and Needs of the Middle School Child. (3)

This course is designed to develop an in-depth understanding of the specific nature of early adolescence, the specific needs of young adolescents and the importance of collaborating with families and the entire community.

15 hours of clinical field experience required.

18 hours of clinical field experience required.

Offered fall semester in even years.

EMD 436. Methods of Teaching Middle Level Language Arts. (3)

This course introduces the teacher candidate to the NCTE standards, language arts curriculum, teaching techniques, and evaluation practices through an examination of the language arts content found in the typical middle school classroom.
15 hours of clinical field experience required.
A \$100 Teacher Education Program fee is charged.

EMD 437. Methods of Teaching Middle Level Science. (3)

This course introduces the teacher candidate to the NSTA standards, science curriculum, teaching techniques, and evaluation practices through an examination of the science content found in the typical middle school classroom.
15 hours of clinical field experience required.
A \$100 Teacher Education Program fee is charged.

EMD 438. Methods of Teaching Middle Level Social Studies. (3)

This course introduces the teacher candidate to the NCSS standards, social studies curriculum, teaching techniques, and evaluation practices through an examination of the social studies content found in the typical middle school classroom.
15 hours of clinical field experience required.
A \$100 Teacher Education Program fee is charged.

EMD 439. Methods of Teaching Middle Level Mathematics. (3)

This course introduces the teacher candidate to the NCTM standards, mathematics curriculum, teaching techniques, and evaluation practices through an examination of the mathematics content found in the typical middle school classroom.
15 hours of clinical field experience required.
A \$100 Teacher Education Program fee is charged.

NOTE TO SECONDARY CONTENT MAJORS: Methods courses (ENG 335, MAT 336, SCI 321, and HIS 305) required for Secondary majors are listed in the departmental course descriptions.

English (ENG)

Department of Humanities

Dr. David Rachels, Department Chair

English Faculty:

Professors: Warren S. Moore, III, Ph.D.; David Rachels, Ph.D;

Associate Professors: Dale K. Brown, M.A., Associate Dean of the College; Marilyn Seymour, Ph.D.

Assistant Professors: John Carenen, M.F.A.; Amanda Hodges, Ph.D.; Jennifer Martinsen, Ph.D.;

Adjunct Faculty: Mary Beth Bussell, M.Ed.; Renee Santos, M.A.T.

The study of English literature and language might be viewed as the ultimate interdisciplinary curriculum. Understanding literary texts of the past and present demands that the reader come to terms with the linguistic, historical, philosophical, psychological, social, scientific, spiritual and moral conditions in which those texts were created. Study of literary expression at the college level also demands that students develop their own communication skills more fully.

The English program provides Core courses that challenge students to explore the artistic and practical potential of language and to develop their own linguistic awareness and abilities.

The English major curriculum requires students to study literature of different periods, genres, and national traditions. All English majors complete introductory courses in American, British, and world literature before choosing upper-level electives that enable students to consider specific authors, genres, and movements, as well as the literatures of different cultures.

Students may choose to major in English, to major in English with Secondary Certification, to minor in English, or to minor in Creative Writing. English majors and minors include not only those preparing to teach English, but also students interested in careers emphasizing written communication and students who wish to use English as the liberal arts foundation for other pre-professional education. The Creative Writing minor fosters exploration and development of written creative expression and increases students' awareness and knowledge of contemporary creative writing.

English Major (B.A. Degree) Requirements (48 hours)

- ENG 220, 230, 250
- ENG 344 and one of 343, 345, 346, 347, 348
- Two of ENG 353, 354, 355, 356, 357
- ENG 380, 490
- 3 ENG electives
- Six hours of French, German, or Spanish
- Six hours from **HIS111/112, 120** (*one of these will partially satisfy 2007 Core requirements for E-1*)
- HIS 211/212, HIS 250, HIS 321, HIS 322, HIS 323, HIS 324, HIS 335, HIS 340, HIS 350, HIS 355, HIS 381

Conversions for English majors who enrolled prior to 2014-2015:

Pre-2014-15 Requirement	2014-15 Equivalent
ENG 221 and 222	ENG 220 and one of 343, 345, 346, 347, 348
ENG 231 and 232	ENG 230 and one of 353, 354, 355, 356, 357
ENG 251 or 252	ENG 250
ENG 337	ENG 344
ENG 458	ENG 380
ENG 460	ENG 490

English Major with SECONDARY CONCENTRATION IN EDUCATION

Students who plan to become certified for public school teaching must complete all requirements as designated by the Department of Teacher Education (page 117). Students who wish to become certified for public school teaching in English must complete requirements for teacher certification and must take the following courses:

Requirements for English Major/Program for English Education (60 hours):

- ENG 220, 230, 250
- ENG 322, 335 (Methods of Teaching English), and ENG 344
- ENG 490
- Three English electives
- SPA 101 and 102
- HIS 111, HIS 120, and HIS 212
- Six hours from THE 110, MUS 150, or ART 181
- PHE 210
- Minimum GPA of 2.50 in the major with at least a “C” in each major course

Conversions for English Education majors who enrolled prior to 2014-2015:

Pre-2014-15 Requirement	2014-15 Equivalent
ENG 221 and 222	ENG 220 and one of 343, 345, 346, 347, 348
ENG 231 and 232	ENG 230 and one of 353, 354, 355, 356, 357
ENG 251 or 252	ENG 250
ENG 337	ENG 344
ENG 458 and 460	ENG 490 + an additional elective ENG course

Requirements for Teacher Education Concentration (37 credit hours) for English Certification:

EDU 224 (3 credit hours), 230 (3), 232 (3), 300 (4), 342 (3), 382 (3), 455 (3), 480 (12), and 483 (3).

Students who plan to qualify for certification at the secondary level should major in the academic field for which certification will be sought with a concentration in Education. Graduation with a concentration in Education does not guarantee state certification. In order to be certified by the state of South Carolina, candidates must pass all required PRAXIS II series tests and meet all certification requirements.

Candidates should take EDU 224 and 230 during their freshman year. EDU 232 and EDU 300 should be taken during the sophomore year. These classes are prerequisites for all other education courses. All candidates must pass, or exempt, Praxis I reading, writing, and mathematics tests and apply for and be admitted to the Teacher Education Program in order to take 300- and 400-level education courses. Additional courses required for the secondary education concentration are EDU 300, 342, 382, 455, 480, and 483.

Application to the student teaching internship must be made well in advance of the semester in which the candidate intends to student teach; candidates are responsible for meeting application deadlines and should maintain strong communication with the Teacher Education Coordinator of Clinical Experiences.

All candidates, regardless of major, complete a minimum of 108 hours of field experience in a public school prior to student teaching.

English Minor Requirements (18 hours)

The English minor requires 18 hours (in addition to the Core requirements of English 111 and 112) as follows:

- ENG 220, 230, 250.
- Two courses from ENG 343 or higher.
- One ENG elective.

Conversions for English minors who enrolled prior to 2014-2015:

Pre-2014-15 Requirement	2014-15 Equivalent
ENG 221 or 222	ENG 220
ENG 231 or 232	ENG 230
ENG 251 or 252	ENG 250

Creative Writing Minor Requirements (18 hours)

The Creative Writing minor is distinct from a minor in English. It may be taken along with any major. Students select an emphasis in either poetry or fiction. The minor requires 18 hours (in addition to ENG 111 and 112): 6 hours in designated literature courses and 12 hours in writing workshops.

- 3 hours: ENG 211 (previously ENG 242, requires permission of instructor).
- 9 hours: ENG 302/303 and 312 *or* ENG 312/313 and 302. (previously CRW 302/303 or 312/313)
- 6 hours: ENG 343, 344, 345, 346, 347, 348, 353, 354, 355, 356, 357, 380

2007 Core Curriculum

ENG 111 and 112 satisfy 2007 Core Curriculum requirements in Oral and Written Communication Skills, Area B-2.

The following English courses **do not** satisfy Core Curriculum requirements:

- ENG 099, Basic Composition and Grammar (does not satisfy Area B-2)
- ENG 242, Creative Writing (does not satisfy Areas C-1 or C-2)
- ENG 302/303, Fiction Writing I and II (does not satisfy Areas C-1 or C-2)
- ENG 312/313, Poetry Writing I and II (does not satisfy Areas C-1 or C-2)
- ENG 335, Methods of Teaching English (does not satisfy Areas C-1 or C-2)

2014 Core Curriculum

Courses that fulfill 2014 Core Curriculum are identified following English course descriptions. *Additional* 2014 core courses, including many Writing Intensive (WI) courses, will be designated in future publications.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, English students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

ENG 099. Basic Composition and Grammar. (3)

A concentrated review of grammar, language mechanics, and paragraph writing. Placement of new Newberry College students in English 099 is determined by English Department assessment procedures. English 099 is a prerequisite for English 111 or 113 for these students.

Does NOT satisfy the 2007 Core requirement in Oral and Written Communication Skills, Area B-2.

Graded on S-U basis. Offered every semester.

ENG 111. Freshman Composition and Introduction to Library Research. (3) [2007 Core Curriculum]

Prerequisite: ENG 099 (unless exempt; see ENG 099).

Introduction to college-level written discourse, applicable across disciplines. Selected readings and basic library research. A grade of "C" or higher is required before the student can take English 112 or any English courses at the 200, 300, or 400 levels.

Required of ALL students under 2007 Core Curriculum unless exempted by examination.

Satisfies 2007 Core Curriculum requirements in Oral and Written Communications Skills, Area B-2.

ENG 112. Introduction to Literature and the Research Paper. (3) [2007 Core Curriculum]

Prerequisite: ENG 111 taken prior to Fall 2014 (ENG 111 will no longer be in the English curriculum).

Literary genres, selected readings, and research paper writing. A prerequisite for all higher-numbered English courses except by special permission of the department chair. A grade of "C" or higher is required before the student can take English courses at the 200, 300, or 400 levels.

Satisfies 2007 Core Curriculum requirements in Oral and Written Communications Skills, Area B-2.

Does NOT satisfy 2014 Core.

NOTE: *ENG 112 will be offered during Fall 2014 and Spring 2015, then deleted from the English curriculum.*

ENG 113. Freshman Composition and Introduction to Literature and Research. (3) [2014 Core Curriculum]

Prerequisite: ENG 099 (unless exempt; see ENG 099).

Introduction to college-level written discourse and basic library research, applicable across the disciplines, with selected readings in poetry, fiction, nonfiction, and drama. A grade of "C" or higher is required before the student can take any English courses at the 200, 300, or 400 levels.

Required of ALL students unless exempted by examination.

Satisfies 2007 Core Curriculum requirements in Oral and Written Communications Skills, Area B-2.

Satisfies 2014 Core Curriculum in Personal and Community Formation (ENG).

Offered every semester.

A \$75 assessment fee is charged for this course.

ENG 211. Introduction to Creative Writing. (3) (previously ENG 242)

Prerequisite: ENG 112 or ENG 113. (This requirement may be waived based on quality of a student's writing portfolios.)

An introduction to Creative Writing in a workshop environment. Students will write and read fiction, poetry, and creative non-fiction.

Note that ENG 211 is the **only** creative writing course that may be used toward the English major. Requires permission of instructor.

Does NOT satisfy 2007 Core Curriculum requirements for Humanities and Fine Arts, Areas C-1 or C-2.

Does NOT satisfy 2014 Core Curriculum requirements.

Offered fall or spring semester of each academic year based on departmental needs.

ENG 220. Introduction to British Literature. (replaces ENG 221-222)

Prerequisite: ENG 112 or ENG 113.

An introduction to the history of British literature. The course may be organized either thematically or chronologically.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered every fall semester.

ENG 230. Introduction to American Literature. (replaces ENG 231-232)

Prerequisite: ENG 112 or ENG 113.

An introduction to the history of American literature. The course may be organized either thematically or chronologically.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirement for Humanities and Fine Arts (HFA).

Offered every fall semester.

ENG 233. African-American Literature. (replaces ENG 350)

Prerequisite: ENG 112 or ENG 113.

The study of literature written by African Americans. The course may be organized either thematically or chronologically.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirement for Humanities and Fine Arts (HFA).

Offered in the spring semester of odd-numbered years.

ENG 234. Southern Literature. (replaces ENG 351)

Prerequisite: ENG 112 or ENG 113.

The study of literature from the American South. The course may be organized either thematically or chronologically.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in the spring semester of even-numbered years.

ENG 250. Introduction to World Literature. (replaces ENG 251-252)

Prerequisite: ENG 112 or ENG 113.

An introduction to the history of world literature (literature from countries other than the United Kingdom and the United States). The course may be organized either thematically or chronologically. All literature will be read in English or English translations.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Global Learning I (GL 1).

Offered every spring semester.

ENG 255. Reading the World.

Prerequisite: ENG 112 or ENG 113.

The study of a specific topic from world literature (literature from countries other than the United Kingdom and the United States). All literature will be read in English or English translations. *This course may be repeated for credit as its topic varies.*

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Global Learning I (GL 1).

Offered every spring semester.

ENG 260. Women's Literature.

Prerequisite: ENG 112 or ENG 113.

The study of literature written by women. The course may be organized either thematically or chronologically.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered every fall semester of even-numbered years.

ENG 270. Literature and Culture.

Prerequisite: ENG 112 or ENG 113.

The study of a specific literary topic with a multidisciplinary focus. *This course may be repeated for credit as its topic varies.*

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for an Interdisciplinary (IDS) course. Offered every fall semester.

ENG 280. Introduction to Film.

Prerequisite: ENG 112 or ENG 113.

An introduction to the study of movies. The course may be organized either thematically or chronologically.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered every fall semester of even-numbered years.

ENG 302/303. Fiction Writing I, II. (replaces CRW 302/303)

Prerequisites: ENG 112 or ENG 113, ENG 211.

Workshops in fiction writing for intermediate and advanced students. *Courses taught concurrently.*

Does NOT satisfy 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Does NOT satisfy 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Courses taught concurrently in stacked format with ENG 211.

ENG 312/313. Poetry Writing I, II. (replaces CRW 312/313)

Prerequisites: ENG 112 or ENG 113, ENG 211.

Workshops in poetry writing for intermediate and advanced students. *Courses taught concurrently.*

Does NOT satisfy 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Does NOT satisfy 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Courses taught concurrently in stacked format with ENG 211.

ENG 322. Young Adult Literature. (3)

Prerequisites: ENG 112 or ENG 113, EDU 224, EDU 382.

A survey of international literature (prose and verse representing a range of periods) for and about the young adult designed to provide students, both teaching and nonteaching majors, with an understanding of the modes and themes of the genre, its relationship to the literary canon, and its connection to popular culture and contemporary social issues. Required for teacher certification in English.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered on the basis of need as determined by the Humanities and Education department chairs.

ENG 335. Methods of Teaching English. (3)

Prerequisites: ENG 112 or ENG 113, EDU 224, EDU 300, EDU 382.

Students study educational theories and methods used in teaching English/Social Studies at the secondary level; construct unit and lesson plans based upon the theories and methods studied; review and practice reading analysis techniques, writing skills, and technical terminology used at the secondary level; participate in activities that simulate classroom situations; and teach lessons in middle and/or secondary schools.

Required for teacher certification in English.

Requires 24 hours field experience involving teaching in the public schools.

Does NOT satisfy 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Does NOT satisfy 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered on the basis of need as determined by the chairs/coordinators of Education, English, History, and Political Science.

ENG 343: British Period: Early British Literature. (3)

Prerequisite: ENG 112 or ENG 113.

The study of British literature from its beginnings through the medieval period.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in a five-semester rotation with ENG 345, 346, 347, and 348.

ENG 344: British Period: The Age of Shakespeare. (3) (replaces ENG 337)

Prerequisite: ENG 112 or ENG 113.

The study of British literature during the Renaissance with particular emphasis on the works of William Shakespeare.

Required for English majors, Theatre/Speech majors, and teacher certification in English.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered every spring semester.

ENG 345: British Period: 17th- and 18th-Century British Literature. (3)

Prerequisite: ENG 112 or ENG 113.

The study of British literature from 1603-1789, including the Restoration period.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in a five-semester rotation with ENG 343, 346, 347, and 348.

ENG 346: British Period: 19th-Century British Literature. (3)

Prerequisite: ENG 112 or ENG 113.

The study of British literature during “the long 19th century” of 1789-1914, including the Romantic and Victorian periods.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in a five-semester rotation with ENG 343, 345, 347, and 348.

ENG 347: British Period: British Modernism. (3)

Prerequisite: ENG 112 or ENG 113.

The study of British literature from the start of World War I to the end of World War II.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in a five-semester rotation with ENG 343, 345, 346, and 348.

ENG 348: British Period: The Age of the Commonwealth. (3)

Prerequisite: ENG 112 or ENG 113.

The study of British literature after 1945.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in a five-semester rotation with ENG 343, 345, 346, and 347.

ENG 353. American Period: Early American Literature. (3)

Prerequisite: ENG 112 or ENG 113.

The study of American literature from its beginnings to the start of the Civil War, including the American Renaissance.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in a five-semester rotation with ENG 354, 355, 356, and 357.

ENG 354. American Period: American Realism and Naturalism. (3)

Prerequisite: ENG 112 or ENG 113.

The study of American literature from the start of the Civil War to the start of World War I.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in a five-semester rotation with ENG 353, 355, 356, and 357.

ENG 355. American Period: American Modernism. (3)

Prerequisite: ENG 112 or ENG 113.

The study of American literature from the start of World War I to the end of World War II.

Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.

Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).

Offered in a five-semester rotation with ENG 353, 354, 356, and 357.

ENG 356. American Period: Later 20th-Century American Literature. (3)

Prerequisite: ENG 112 or ENG 113.

The study of American literature from the end of World War II to the end of the 20th century.
Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.
Satisfies 2014 Core Curriculum requirements for Humanities (HFA).
Offered in a five-semester rotation with ENG 353, 354, 355, and 357.

ENG 357. American Period: Contemporary American Literature. (3)

Prerequisite: ENG 112 or ENG 113.

The study of American literature from the 21st century.
Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Offered in a five-semester rotation with ENG 353, 354, 355, and 356.

ENG 380. Major Authors. (3)

Prerequisite: ENG 112 or ENG 113.

The intensive study of a single major figure from British, American, or world literature. *This course may be repeated for credit as its topic varies.*
Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Offered every spring.

ENG 390. Special Topics. (3)

Prerequisite: ENG 112 or ENG 113.

The study of a particular topic in British, American, or world literature or film. *This course may be repeated for credit as its topic varies.*
Satisfies 2007 Core Curriculum requirements for Humanities and Fine Arts, Area C-1 or C-2.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Offered every fall.

ENG 490. Senior Capstone. (3)

The culminating experience for senior English majors. Course content is based on a specific theme, which will vary by semester and instructor. *For senior English majors or by permission of instructor.*
Offered every spring.

ENG 491. Independent Study. (1-3)

An intensive yet informal program of reading, writing critical papers, and conferring with a member of the Department of English faculty. Open only to the major who has shown a marked ability to go beyond the requirements of the English courses previously taken.
Subject to rules and regulations on page 61.

ENG 495, 496. Internship. (1-3) (1-3)

Internships or practical experience in an approved program of study. Limited to majors in the department.
Subject to regulations on page 62 for Experiential Learning as stated in the Newberry College Catalog.

ENG 499. Senior Essay. (1-3)

A project requiring scholarly research.
Subject to rules and regulations on page 62.

Environmental Studies (ENV)

Department of Sciences and Mathematics
Dr. Christina McCartha, Department Chair

Science Faculty:
Professor: Charles Horn, PhD.

Laboratory Fee

A \$95 fee is charged each semester for each laboratory course. Lab courses receive four semester hours of credit.

Core Curriculum

ENV 112 partially satisfies 2007 Core Curriculum requirements in Natural Sciences and Mathematics, Areas D-1 and D-3. ENV 112 satisfies 2014 Core Curriculum requirements in Lab Science.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, students in the Department of Science and Mathematics will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

ENV 112. Introduction to Environmental Science. (4)

A study of human related environmental problems stressing human impact on the natural world and possible solutions. The laboratory sessions will emphasize the scientific methods and critical thinking methods. Three lecture and three laboratory hours a week.

Offered spring semester.

A laboratory fee of \$95 is charged for this course.

ENV 220. Environmental Issues. (3)

Prerequisites: BIO 121, CHE 113, ENV 112

Lecture and discussion course related to current environmental issues as they impact natural and human modified environments. Three hours lecture per week.

Required for Biology major with Environmental Studies concentration. Offered fall semester.

ENV 381. Environmental Seminar. (1)

Prerequisite: ENV 220.

Faculty and students will present and discuss scientific research and policy papers relating to a variety of environmental topics. One hour per week.

Students in the Biology major with Environmental Studies concentration must take this course twice.

Offered spring semester.

ENV 495. Environmental Internship. (2-4)

Prerequisites: ENV 220 and minimum 3.0 GPA in courses toward Biology major with Environmental Studies concentration.

Independent work at an off-campus location to apply college coursework to a job situation, learn about a possible career and gain career related skills. Approval is required of both a Newberry College biology faculty member and an onsite supervisor.

Subject to restrictions and regulations on page 62.

Offered on demand.

Fitness for Life (FIT)

Department of Sport Professions

Gretchen Haskett, Department Chair

Fitness for Life Faculty:

Professor: Peggy Barnes-Winder, Ph.D.

Assistant Professors: Carla Cruickshanks, Ed.D.; Natasha Ferguson Dennison, M.S.; Rebekah Dixon, M.S.; Gretchen Haskett, M.A.; John Lesaine, M.Ed.

Fees: A \$25 physical activity lab fee is charged for each Fitness for Life course.

Core Curriculum: All FIT courses satisfy the Fitness for Life requirement of the 2014 Core Curriculum.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, students enrolled in Fitness for Life courses will be required to provide themselves with a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel. This functionality is provided free of charge in Windows 365, which all students can access through the Technology Tab in Wolf Den.

Course Descriptions

FIT 102. Fitness for Life: Volleyball. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental volleyball skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal volleyball games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 103. Fitness for Life: Disc Golf. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental disc golf skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and sanctioned disc golf competitions.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 104. Fitness for Life: Aerobics. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental aerobics skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rhythmic dance, aerobic routines, circuit training, calisthenics, core exercises and stretching.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 107. Fitness for Life: Walking/Jogging. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental walking/jogging skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, progressive walking/jogging programs and stretching.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 108. Fitness for Life: Basketball. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental basketball skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal basketball games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged. Offered at departmental discretion.

FIT 109. Fitness for Life: Weight Training. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental weight training skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on learning proper lifting technique, safety, equipment, and individualized program prescriptions. Students will learn and perform exercises designed to build flexibility, muscular endurance and muscular strength.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 111. Fitness for Life: Soccer. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental soccer skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal soccer games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 113. Fitness for Life: Tennis. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental tennis skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal tennis games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 114. Fitness for Life: Modified Seasonal. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to meet the needs of students who, for health reasons/special needs or limitations, are unable to participate in the regular health and physical education program.

Documentation required to receive accommodations.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged. Offered at departmental discretion.

FIT 116. Fitness for Life: Kettlebell. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental kettlebell skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, and learning proper techniques. Students will learn and perform exercises designed to build muscular strength and endurance.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 118. Fitness for Life: Yoga. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental yoga skills and knowledge for students across a spectrum of knowledge and experience. The type of yoga offered will be contingent on the skills of the instructor. Instruction takes into account experience level, with topics focusing on safety, equipment, and learning proper techniques. Students will learn and perform exercises designed to build flexibility, muscular strength and muscular endurance.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 119. Fitness for Life: Zumba. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental Zumba skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, and learning proper techniques. Students will learn and perform exercises designed to build flexibility, improve body composition, and cardio-endurance through the use of Latin rhythms as well as movement with an international flare.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged. Offered at departmental discretion.

FIT 120. Fitness for Life: Golf. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental golf skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal golf experiences.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 121. Fitness for Life: Sand Volleyball. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental sand volleyball skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal sand volleyball games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 122. Fitness for Life: Softball/Wiffle ball. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental softball/wiffle ball skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal softball games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged. Offered at departmental discretion.

FIT 123. Fitness for Life: Pickleball. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental pickleball skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal pickleball games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 124. Fitness for Life: Kickball. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental kickball skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal kickball games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 125. Fitness for Life: Ultimate. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental Ultimate skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal Ultimate games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 126. Fitness for Life: Flag Football. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental flag football skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal flag football games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 127. Fitness for Life: Indoor Soccer. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental indoor soccer skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal indoor soccer games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 128. Fitness for Life: Floor Hockey / Field Hockey. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental floor or field hockey skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal field hockey games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 129. Fitness for Life: Badminton. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental floor or badminton skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal badminton games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 130. Fitness for Life: Team Handball. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental team handball skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal team handball games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

FIT 131. Fitness for Life: Lacrosse. (2)

This course is designed to cover health related physical fitness for maintenance of good health as well as an overall view of additional components that make up a healthy lifestyle. This is a lecture course with the expectation of participation in a physical activity lab one time a week for fifty minutes. The physical activity lab is designed to develop fundamental team handball skills and knowledge for students across a spectrum of knowledge and experience. Instruction takes into account experience level, with topics focusing on safety, equipment, rules, and tactics/strategies of recreational and formal lacrosse games.

Satisfies Core Curriculum in Area: Fitness for Life.

A physical activity lab fee of \$25 is charged.

Offered at departmental discretion.

Forensic Chemistry (FSC)

Department of Sciences and Mathematics
Dr. Christina McCartha, Department Chair

Forensic Chemistry Faculty:
Assistant Professor: Steven Lambert, Ph.D.

See Chemistry Major with Forensic Chemistry Concentration, page 98.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, students in the Department of Science and Mathematics will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

FSC 211. Introduction to Forensic Science. (3)

Prerequisites: A grade of "C" or better in SCI 120, CHE 101, CHE 113, BIO 101, BIO 130, or BIO 121.

An introductory forensic science course with emphasis on the terminology and techniques used in forensic chemistry. Topics will include crime scene analysis and reconstruction, DNA evidence, trace analysis, drug ID and toxicology, an introduction to laboratory equipment, analysis of data, and other relevant forensic topics involved with current events. Three lecture hours per week. The optional laboratory portion is FSC 212.

Required for psychology major with forensic psychology concentration.

Beneficial for Pre-Law students and Criminal Justice minors.

Offered spring semester.

FSC 212. Introduction to Forensic Science Laboratory. (1)

Prerequisites: A grade of "C" or better in SCI 120, CHE 101, CHE 113, BIO 101, BIO 130, or BIO 121.

Co-requisite: FSC 211(lecture portion of course)

An introductory forensics laboratory course with emphasis on laboratory techniques used in forensic science. Activities and discussions will parallel topics covered in FSC 211. Topics will include crime scene analysis, DNA evidence, trace analysis, laboratory equipment, analysis of data, and other relevant forensic topics involved with current events. Three laboratory hours per week.

Beneficial for Pre-Law students and Criminal Justice minors. A \$95lab fee is charged for this course.

Offered spring semester.

FSC 342. Forensic Chemistry Laboratory Techniques. (3)

Prerequisites: A grade of "C" or better in FSC 211, FSC 212, CHE 231 and CHE 321 or CHE 376.

Recommended: CHE 322

A continuation of FSC 212. Students will apply contemporary chemical techniques to analyze evidence commonly found at different types of crime scenes. Students will be required to apply instrumental techniques learned in previous chemistry courses and analyze their results. Analysis will involve instrumentation used in forensic chemistry laboratories across the country. Eight hours of laboratory per week.

A \$150 lab fee is charged for this course.

Offered spring semester.

FSC 495. Forensic Science Internship. (2-4)

Prerequisites: A grade of "C" or better in FSC 211, FSC 212, FSC 342, and 16 hours of chemistry courses.

Independent work at an off-campus location to apply college course work to a forensics-based job experience, learn about a possible career and gain career related skills. Approval is required of both a Newberry College departmental faculty member and an onsite supervisor.

Subject to restrictions and regulations on page 62.

Offered on demand.

French (FRE)

Department of Humanities

Dr. David Rachels, Department Chair

Course Descriptions

These courses may be offered in the future.

FRE 101, 102. Elementary Language and Culture. (3, 3)

Essentials of French grammar, pronunciation, vocabulary, with practice in listening, reading, writing, and speaking at a basic level. Selected readings on civilization and culture.

Offered both semesters (101 and 102) as needed.

FRE 201, 202. Intermediate Language Study. (3, 3)

Prerequisite: FRE 102 or equivalent.

Review and expansion of elementary grammar and vocabulary with continued practice in listening, speaking, and writing; more selected readings concerning civilization and culture.

FRE 201 offered fall semester as needed.

FRE 202 offered spring semester as needed.

Geography (GEO)

Department of Humanities

Dr. David Rachels, Department Chair

Geography Faculty:

Assistant Professor: Nicholas Di Liberto, Ph.D.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, students in the Department of Humanities (English, Spanish, Religion, Church Leadership, Philosophy, History) will be required to use a computer with a minimum operating environment of Windows 7 and Microsoft Office 2010 or 2013 (including Word, PowerPoint, Excel).

Course Description

GEO 135. Geography. (3)

This course provides students with an introduction to the study of geography as a scholarly discipline and to the methodology of this field. It focuses on the physical and human dimensions of geography throughout the World by examination of significant, representative nations and regions.

The course is open to all students, but it is particularly relevant for those seeking secondary Social Studies certification and for Elementary Education majors.

Satisfies 2007 Core Curriculum requirements in History and Social Sciences, Area E-2.

Satisfies 2014 Core Curriculum requirements for Global Learning1 (GL1).

Graphic Design (GPD)

Department of Arts and Communications

Mr. Patrick Gagliano, Department Chair

Graphic Design Faculty:

Associate Professor Tania Sosiak, M.I.D.

Adjunct Professor: Marjorie Huwa, B.F.A.

Department of Arts and Communications Mission and Values Statement:

The Department of Arts and Communications prepares students for successful academic careers, vocations, and the ability to make a positive artistic impact on their communities. Through theory and application, and by nurturing skills in performing, visual, and mass communications arts, the Department exposes students to a variety of media, performance, and technological experiences that may serve to expand each student's vision beyond the traditional forms.

Graphic Design Program Mission Statement:

The Graphic Design program provides students with comprehensive practical and theoretical knowledge of a diverse area of study including graphic design, web design, digital photography, art history, history of graphic design, drawing, studio art, and business writing. We prepare individuals for leadership and professional careers in the areas of visual problem solving, research and design. Through the synthesis of traditional and contemporary theories and practices, faculty guide and encourage students to develop critical thinking toward problem-solving and stimulating their sense of creativity and imagination, thus preparing them as professionals to be ready for careers in the design industry.

Graphic Design Program Learning Outcomes:

1. *Students will learn how to design a professional portfolio that meets industry standards that takes into account the students identifying area of specialization.*
2. *Learn how to lead and participate in client meetings and conduct themselves professionally.*
3. *Increase student's technical ability in using "high tech" and "low tech" tools and materials including various hardware, software and applications to design and produce graphic works.*
4. *Learn how to develop skills in budgeting and time management.*
5. *Learn about ethical responsibility to the client including treating clients fairly, respecting their uniqueness, their fundamental rights, dignity and worth, and their right to set objectives and make decisions. Maintaining appropriate boundaries in the relationship, avoid exploiting the relationship in any way, and be clear with clients about their specific role; protect all privileged information, obtaining informed consent from clients before using or referring publicly to client information in such a way that the client could be identified.*

Major Requirements

Students pursuing a B.A. degree and majoring in Graphic Design must complete a total of 36 semester hours in a prescribed course of study.

Graphic Design Major (B.A. degree): (36 hours)

Students majoring in Graphic Design must complete ART 101, GPD 161, ART 212, GPD 220, ART 221, GPD 261, GPD 264, GPD 320, GPD 361, GPD 461, GPD 464 (6 hours) for a total of 36 hours.

Graphic Design Minor (15 hours)

The Graphic Design minor requires GPD 161, GPD 220 or GPD 320; GPD 261, GPD 361, or GPD 461, and GPD 464 for a total of 15 hours.

Fees: GPD 161, 220, 261, 320, 361, 461, 464—A fee of \$95 is charged.

Core Curriculum

The following Graphic Design courses meet 2014 Core Curriculum requirements:

GPD 264 *History of Graphic Design* (GL 1) satisfies Core Curriculum requirements in Global Learning.

Other 2014 core courses may be added in the future.

Technology Requirements for the Department of Arts and Communications

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, Graphic Design students will be required to provide themselves with a laptop computer with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel. This functionality is provided, free of charge, in Windows 365, which all students can access through the Technology Tab in Wolf Den.

Graphic Design students learn to use software such as Photoshop, Illustrator, and InDesign on Apple platform; therefore, an Apple computer is preferred.

Course Descriptions

GPD 161. Introduction to Graphic Design. (3)

An introduction to the fundamentals of computer graphics and graphic design. Principles of digital design, composition, computerized layout, typography and imaging applied to advertising, graphic design, and publication design for print and digital design. Students learn to use software such as Photoshop, Illustrator, InDesign on Apple platform. *A \$95 fee will be charged for this class.*

Offered fall semester.

GPD 220. Principles of Digital Photography. (3)

A basic course in capturing and manipulating still images using various techniques and digital technology. Students learn their skills in pixel-based photographic design and printing. Students will learn to shoot with a digital camera, lighting, studio lighting, and composition. Students will also learn to use Photoshop to alter their photos. *Recommended for ART majors. A \$95 fee will be charged for this class.*

Offered fall semester.

GPD 261. Intermediate Graphic Design. (3)

Prerequisite: GPD 161.

Intermediate Graphic Design is the second criteria in a series stressing creative problem solving as applied to design, color, typography and layout. Graphic design principals will be introduced in depth. Design elements used in identity and campaign research, development of visual collateral and publications using Photoshop, Illustrator, and InDesign applications. Further development of the student's portfolio will be done in this class.

A \$95 fee will be charged for this class.

Offered fall semester.

GPD 264. History of Graphic Design. (3)

A slide and lecture introduction to the history of graphic design. This class will cover graphic design starting with the invention of writing, the invention of the printing press to graphic design in the age of information. This course will be conducted in chronological order.

Offered fall semester.

GPD 264 satisfies the 2014 Core Curriculum requirements for GL 1.

GPD 320. Web Design. (3)

Web Design is an introduction to the fundamentals of web design. Students will develop several websites using Dreamweaver, HTML, CSS, Wordpress and Photoshop. Topics to be covered in class include site maps, demographics, digital photography, manipulation of graphics, ecommerce, and Web design.

A \$95 fee will be charged for this class.

Offered spring semester.

GPD 361. Magazine Design and Production. (3)

Prerequisites: GPD 161.

Using Photoshop, Illustrator, and InDesign applications students will develop a 32-page magazine. Students will work with deadlines, a pagination schedule, and designing ads. During the development of the magazine, student will learn about the ins and outs of a magazine including lead spreads, mastheads, table of contents and jump pages. Student will learn terminology, pagination, printing, and art direction for photo shoots. Upon the completing of the semester students will have a fully designed magazine printed.

A \$95 fee will be charged for this class.

Offered spring semester.

GPD 461. Advanced Graphic Design. (3)

Prerequisites: GPD 161.

Design elements will be used in identity and campaign research, development of visual collateral and publications using Photoshop, Illustrator, and InDesign applications. Further development of the student's portfolio will be done in this class. Budget and time constraints will be placed on students for them to have more practical experience.

A \$95 fee will be charged for this class.

Offered fall semester.

GPD 464. Senior Graphic Design Portfolio. (6)

Prerequisite: GPD 361. (For graduating seniors—last semester.)

GPD 464 will encompass design professional preparation including weekly portfolio review, resume and cover letter preparation, networking training and interview preparation. Students will work with actual clients on several projects introducing such things as budgetary constraints, business proposals, deadlines and client meetings. Students will simultaneously work on their portfolios and prepare them for completion prior to graduation, develop branding, self promotion through a personal logo and website.

A \$95 fee will be charged for this class.

Offered spring semester.

GPD 495. Professional Internship. (1-6)

The internship is an on-campus or off campus supervised experiential education of a Graphic Design student. It provides an opportunity for practical application of knowledge, skills and abilities acquired in graphic, web design and editorial design work. Student will be exposed to varied protocols, methodologies and practices in a professional working environment. Students will build a professional portfolio and meet with the internship supervisor once each week for project review. Proposals for internships require prior approval of the Department Chair and the Vice President for Academic Affairs. Additional costs may apply when studies involve travel and/or off-campus settings.

Subject to rules and regulations on page 62.

Offered every semester.

Greek (GRE)

Department of Humanities

Dr. David Rachels, Department Chair

Associate Professor: Mike Beggs, Ph.D.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, foreign language students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

GRE 101, 102. Elementary Biblical Greek. (3, 3)

Essentials of Greek grammar, pronunciation, vocabulary building, and exercises in translating Greek into English. This course of study focuses on developing the linguistic skills necessary for research in the Bible and its related literary and socio-historical context. *Satisfy departmental requirements to complete one year of language study. Offered as needed.*

German (GER)

Department of Humanities

Dr. David Rachels, Department Chair

German Faculty:

Instructor: Terry C. Dohm, Ph.D.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, foreign language students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

GER 101, 102. Elementary Language and Culture. (3, 3)

A basic course in German for students with little or no high school experience, stressing basic grammar, listening, speaking, reading, and writing skills in German.

GER 101 offered fall semester as needed; GER 102 offered spring semester as needed.

Satisfies 2014 Core Curriculum requirement for Foreign Languages.

GER 201, 202. Intermediate Language Study. (3, 3)

Prerequisite: GER 102 or equivalent.

Review and expansion of elementary grammar and vocabulary with continued practice in listening, speaking, and writing; more selected readings concerning civilization and culture.

GER 201 offered fall semester as needed. GER 202 offered spring semester as needed.

Health (HLT)

Department of Sport Professions

Gretchen Haskett, Department Chair

Health Faculty:

Professor: Peggy Barnes-Winder, Ph.D.

Assistant Professors: Natasha Ferguson Dennison, M.S.; Gretchen Haskett, M.A.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, students in the Department of Sport Professions will be required to provide themselves with a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel. This functionality is provided free of charge in Windows 365, which all students can access through the Technology Tab in Wolf Den. In addition to the basic software listed above, individuals majoring in Physical Education Teacher Certification are also required to have a LiveText account.

Course Descriptions

HLT 201. First Aid and Emergency Preparedness. (3)

This course will investigate safety-related problems. Emphasis on fire, home, occupational, and vehicle safety; identification of care and treatment of various medical emergencies; and violence and property crime prevention.

Offered fall semester.

HLT 311. Chronic and Communicable Diseases. (3)

This course will provide students with an opportunity to develop a basic understanding of the nature and cause of human diseases, disabilities and death, and the educational interventions to prevent or control them. An epidemiologic approach will be used to study selected diseases/conditions. Common infectious diseases (influenza, pneumonia, HIV, STD's, hepatitis, meningitis, salmonella, childhood diseases), and chronic or lifestyle diseases (heart disease, cancer, stroke, diabetes mellitus, chronic kidney disease, chronic obstructive pulmonary disease, asthma, arthritis, osteoporosis) will be explored.

Offered fall semester.

HLT 312. Alcohol, Tobacco and Drug Education (3)

An analysis of alcohol, tobacco, and other drugs (ATOD) on individuals and the community. Emphasis placed on the effect on many important aspects of an individual's life, including mental, emotional, social, physical, and spiritual health and success in school and/or work, very few people have had any direct education about factors related to drug use.

Offered spring semester.

HLT 314. Health Aspects of Human Sexuality (3)

Human Sexuality provides a comprehensive introduction to the biological, psychological, behavioral, and cultural aspects of sexuality. Contemporary research addressing such issues as communication, love, relationships, sexual problems, therapies, pregnancy, and childbirth is discussed.

Offered spring semester.

History (HIS)

Department of Humanities
Dr. David Rachels, Chair

History Faculty:

Professor: Jesse L. Scott, Ph.D.

Associate Professor: Timothy Elston, Ph.D., Dean of the College

Assistant Professor: Nicholas Di Liberto, Ph.D., Susan Epting, Ph.D., J. Tracy Power, Ph.D., College Archivist

The study of history as an organized body of knowledge is a vital and integral part of a liberal arts education. The courses offered by the Department are designed to give students a broader understanding of other cultures as well as a deeper appreciation of their own heritage, and to provide the basis for a thoughtful evaluation of the trends and developments of the contemporary world. Upper-level courses in particular also provide training in the methods of scholarly research and critical analysis.

Under a program approved by two national accrediting organizations in the field of Education, all Newberry College students seeking secondary certification to teach Social Studies must complete all of the requirements for a History major. History has long been one of the preferred undergraduate majors for those planning a career in the legal profession, and several of our graduates have been successful in winning full-tuition scholarships to law schools. Others have continued their education in graduate school studies in a variety of disciplines, including history, education, journalism, and library science. Many use their undergraduate training for what it is, a solid liberal arts education with specialization in a field that emphasizes perspective, analytical insight, ability to synthesize, and effective communication skills.

History Prerequisites

No History course except those numbered 450 and above carry prerequisites, but it is anticipated that most beginning students will take the introductory-level courses: HIS 111, HIS 112, and HIS 120.

Each course is treated as an entity so that it is not necessary to take courses in chronological order nor to take an entire sequence. For example, a student may take HIS 112 before taking HIS 111 or take HIS 212 without having taken HIS 211. When HIS 480 is offered, the sequential schedule for some other history courses may be temporarily altered.

History Major (B.A. Degree) Requirements (36-42 hours)

Requirements for a major in History include 36-42 hours of History as follows: HIS 111, 112, 120, 290, 450, and **21** additional semester hours in History. Students who enrolled prior to the 2014-15 academic year must take HIS 121 and 122 instead of 120. For all majors, at least 12 semester hours must be earned in courses numbered 300 and above. Further, students majoring in History must complete two semesters (6 hours) of a foreign language. This requirement can be met by demonstrating competency through placement tests or AP credit.

History Majors have the option of taking Constitutional Law (POS 343) and/or one of three Church History classes (REL 203, REL 207, or REL 310) as hours toward the major.

Secondary Education Concentration Requirements for Social Studies Certification in South Carolina

Students who plan to teach history or social studies at the secondary level must satisfy all of the requirements for the history major (36-42 hours) and must include HIS 240, HIS 250, or HIS 260 and at least one 300- or 400-level course in both American and European or World History among their electives.

The South Carolina Department of Education requires that History teachers be certified in the more broadly based field of "Social Studies" rather than the more narrowly defined field of "History." Therefore, students must also take the following courses as preparation for the comprehensive Social Studies certificate necessary to teach in South Carolina: ECO 210; POS 121; PSY 120; GEO 135; SOC 101. (Note that GEO 135 may count toward the 36-42 hours required for a History Major). These courses should be completed (or at least in process) before taking the Praxis II exam during the junior year. In order to be certified by the state of South Carolina, candidates must pass all required PRAXIS II series tests and meet all certification requirements.

In addition, students must fulfill all of the Education course requirements for secondary certification. The 40 hours of education courses must include the Social Sciences Methods course, HIS 305. Students should note that to complete a degree in History and the South Carolina certification mandates now requires a minimum of 132 hours. Candidates should take EDU 224 and EDU 230 during their freshman year.

EDU 232 and EDU 300 should be taken during the sophomore year. These classes are prerequisites for all other education courses. All candidates must pass, or exempt, Praxis I reading, writing, and mathematics tests and apply for and be admitted to the Teacher Education Program in order to take 300- and 400-level education courses.

Additional courses required for the secondary education concentration are EDU 300, EDU 342, EDU 382, EDU 455, EDU 480, EDU 483. Schedules for otherwise qualified transfer students will be considered on an individual basis.

Application to the student teaching internship must be made well in advance of the semester in which the candidate intends to student teach; candidates are responsible for meeting application deadlines and should maintain strong communication with the Teacher Education Coordinator of Clinical Experiences.

All candidates, regardless of major, complete a minimum of 108 hours of field experience in a public school prior to student teaching.

History Minor Requirements (18 hours)

The History minor requires 18 credit hours and may include hours earned to satisfy Core requirements. At least nine hours must be taken in courses numbered 211 or higher, and a distribution requirement must be fulfilled.

Credit must be earned for at least two of the following courses in History: HIS 111, 112, 211, 212, 220, 240, 250, 320, 321, 322, 323, 324, and 360.

Credit must be earned for at least two of the following courses in History: HIS 120, 310, 330, 332, 340, 350, 355, and 381. Students who enrolled *prior* to the 2014-15 academic year may also count HIS 121, 122, 331, 333, 334, 351, and 352 toward this requirement.

The remaining two courses may be chosen from any of those offered by the Department except HIS 110.

Core Requirements

2007 Core Curriculum requirements (History and Social Sciences, 2007 Area E1) stipulate that each student must successfully complete one of the following History courses: 111, 112, or 120. Any additional History course, except HIS 110, but including another of the survey courses listed above, may be taken to fulfill part of the History and Social Sciences distribution requirement in the History and Social Sciences Core, Area E 2.

2014 Core Curriculum Requirements are noted with the tags ET (Ethics), GL1 and GL 2 (Global Learning). Other history courses satisfying 2014 core will be identified in forthcoming publications.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, history students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

HIS 111, 112. A Survey of Civilization. (3, 3)

A two-semester study of the civilizations of the world divided at approximately 1500 A.D.

History 111 and 112 are required of all students in the Teacher Education Programs and for all history majors.

Satisfies 2014 Core Curriculum as Global Learning 1(GL1).

Offered every semester.

HIS 120. America in the Wider World. (3)

A one semester thematic introduction to US History in a global context from the colonial era to present.

HIS 120 required for all history majors.

Satisfies 2014 Core Curriculum as Global Learning 1(GL1).

Offered fall semester.

HIS 121, 122. The United States. (3, 3)

A two-semester survey of the political, economic, and social history of the United States divided at the Civil War.

Offered at departmental discretion.

HIS 210. Whores, Rogues, and Dandies: Gender and Sex in American History. (3)

The course interrogates the role of gender and sex in American history from the colonial era to the present.
Satisfies 2014 Core Curriculum as Writing Intensive (WI).
Offered at departmental discretion.

HIS 211, 212. British History. (3, 3)

The first semester will provide a survey of the Roman, Anglo-Saxon and Norman periods and emphasize the development of English jurisprudence and parliamentary government through the Glorious Revolution. The second semester begins with the Hanoverians and emphasizes Great Britain's rise as a world power. Socio-economic political issues of the 19th and 20th centuries receive particular attention.

Recommended for English majors and Pre-Law students.

HIS 211 offered fall semester, odd-numbered years; HIS 212 offered spring semester, even-numbered years.

HIS 220. Tsars and Commissars. (3)

A survey of Russia from the late 19th century through the revolutions of the early 20th century and the development of the Soviet Union.

Offered at departmental discretion.

HIS 230. Confronting the Many Faces of Genocide. (3)

An historical analysis of America's involvement that examines the origins, nature and consequences of the Vietnam War in a global context to understand the significance and legacies of "America's Longest War" from an international perspective.

Satisfies 2014 Core Curriculum as Ethics (ET).

Offered at departmental discretion.

HIS 232. The Morals of the Coffee House: Culture and Public Morals in Early Modern Britain. (3)

This course examines the moral thought of the English and Scottish Enlightenment and how new spaces, such as the coffee house and the circulation of new print media provided ideal venues for discussion of public morals. This course will also consider how these 18th-century institutions may provide models for moral discussion today.

Satisfies 2014 Core Curriculum as Ethics (ET).

Offered at departmental discretion.

HIS 240. Asian History. (3)

A survey of the history of Asia, emphasizing the civilizations of China, Japan, and Korea. The course concentrates upon the period since 1500 AD, with particular emphasis upon the period since 1850.

Satisfies 2014 Core Curriculum as Global Learning 1(GL).

Offered at departmental discretion.

HIS 250. Latin American History. (3)

A survey of the history of Latin America from pre-contact to the present.

Offered at departmental discretion.

HIS 260. History of the Middle East (3)

A survey of the history of Southwest Asia and North Africa from ancient times to the present with a particular emphasis on the Muslim world.

Offered at departmental discretion.

HIS 280. Special Topics in US History. (3)

A topic of interest will be selected by the instructor. Examples include the Civil Rights Movement, African American history, American memory, and US history through film and music.

Offered at departmental discretion.

HIS 290. Introduction to Historical Method

An introduction to the art of historical detection, the use of evidence, and historical interpretation. Requirement of all History majors in the fall semester of their sophomore year.

This course is a prerequisite for HIS 450. History minors are strongly encouraged to take the HIS 290.

Offered fall semesters.

HIS 300. Visions of Vietnam: Making Sense of the Vietnam War. (3)

An examination of the nature of genocide that confronts its many faces throughout history to present day by analyzing the social, political, economic, intellectual, ethical and historical dimensions and developments essential to understanding various cases of genocide which have been perpetrated in our past and which are perhaps taking place today on our planet.

Satisfies 2014 Core Curriculum as Global Learning 1(GL).

Offered at departmental discretion.

HIS 305. Methods of Teaching Social Studies. (3)

Students study educational theories and methods used in teaching Social Studies/English at the secondary level; construct unit and lesson plans based upon the theories and methods studied; review and practice reading analysis techniques, writing skills, and technical terminology used at the secondary level; participate in activities that simulate classroom situations; and teach lessons in middle and/or secondary schools.

A 24 hour field experience involving teaching in the public schools is required for this course. Required for teacher certification in History or Social Studies.

Offered on the basis of need as determined by the chairs of the Departments of Teacher Education; Humanities, and Social and Behavioral Sciences.

HIS 310. South Carolina History. (3)

The economic, political, social and environmental history of South Carolina from colonization to the present.

Offered at departmental discretion.

HIS 320. The Ancient World. (3)

A survey of the ancient world of Egypt, Mesopotamia, Israel, Phoenicia, Persia, Crete, Greece, and Rome.

Offered at departmental discretion.

HIS 321. The Middle Ages and The Renaissance. (3)

A survey of Europe analyzing the Church, feudalism, manorialism, the origin of the nation state, and the challenge of secularism and humanism during the millennium following the end of the Roman Empire.

Offered at departmental discretion.

HIS 322. The Reformation and Early Modern Europe. (3)

A survey of the religious and cultural fragmentation of Europe, the growth of the nation state, and the development of absolute monarchism.

Offered alternate years.

History 322 is accepted for credit toward a Religion and Philosophy major.

HIS 323. Modern Europe. (3)

An analysis of European social, political, and economic development from the Enlightenment to 1850.

Offered alternate years.

HIS 324. The Decline of European Power. Europe in the 20th Century. (3)

An analysis of the major elements of Europe's fall from world leadership from 1850 to the present.

Offered alternate years.

HIS 332. The Civil War. (3)

An in-depth study that uses diaries, letters and secondary sources to help students understand the causes, courses and consequences of the Civil War, including military strategies and the African-American experience.

Offered at departmental discretion.

HIS 335. Pirates, Puritans, and Proprietors: Colonial America and the Atlantic World. (3)

[replaces HIS 330-331]

This course examines the social, political, economic, and cultural development of the North American colonies in the context of the British Empire, the Caribbean, and Africa.

Offered at departmental discretion.

HIS 340. A History of African Americans. (3)

Beginning with a summary of the African background, this course provides a survey of the Black American experience within the comprehensive context of the history of the United States.

Offered at departmental discretion.

HIS 350. America Goes to War: World War I and World War II. (3) [replaces HIS 333]

This course interrogates America's role in the World Wars and how America's involvement impacted society and politics in the United States.

Satisfies the 2014 Core Curriculum as Global Learning 2 (GL 2)

Offered at departmental discretion.

HIS 355. America after 1945. (3) [replaces HIS 334]

This course examines major social, cultural, and political developments since the Second World War.

Offered at departmental discretion.

HIS 360. Germany, Then and Now. (3)

Germany from the Brandenburg-Prussia era to the present.

Offered alternate years.

HIS 365. Environmental History. (3)

This interdisciplinary course examines the history of the co-evolution of human and non-human ecosystems in order to provide insights into how human beings can better navigate their relationship with the biological world around them today.

Offered at departmental discretion.

HIS 381. The Antebellum South. (3)

An analysis of the pre-Civil War south that includes studies of environment, politics, economics, daily life, the African-American experience and the crucial role of women.

Offered at departmental discretion.

HIS 430. Nazi Germany and the Holocaust. (3)

A study of Nazi Germany (1933-1945) and the Holocaust (1942-1945).

Offered at departmental discretion.

HIS 450. Historiography. (3)

The methodology of historical research and analysis.

Offered fall semester.

HIS 480. Seminar on Selected Topics. (3)

Open to advanced juniors and seniors with permission of the instructor.

A single topic of interest to faculty and students will be selected. Examples include the History of Science, Vietnam, the Crusades, history and the environment, Women in History, Film and History, Native American History.

Offered at departmental discretion.

HIS 491, 492. Independent Study. (1-3, 1-3)

Independent study in a selected field or problem area of history. The topic or problem to be studied will be chosen in consultation with the department staff member under whose guidance the study will be conducted.

Open to students of demonstrated ability who are approved by the Department.

Subject to rules and regulations on page 61.

HIS 495, 496. Internship. (1-3, 1-3)

Internships or practical experience in an approved program of study.

Limited to majors in the department. Subject to regulations and restrictions on page 62.

HIS 499. Senior Essay. (1-3)

A project requiring scholarly research. *For majors only. Subject to rules and regulations on page 62.*

Honors (HON)

Summerland Honors Program
Dr. Charles Horn, Director

Honors Faculty:

Professors: Charles Horn, Ph.D.; Jesse Scott, Ph.D.; Wayne Kannaday, Ph.D.

Assistant Professor: Amanda Hodges, Ph.D.

Summerland Honors Program Description: See page 56 for a description of the Summerland Honors Program.

Summerland Honors Program Requirements

Students who are recognized at Commencement as having completed the Summerland Honors Program must complete all seven Honors courses and must achieve a minimum cumulative GPA of 3.25 in Honors courses as well as their overall coursework.

Technology Requirements for the Honors Program

To meet Program Learning Outcomes for the academic year 2013-14 and to provide access to technology, Honors students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel in Windows 365, available free of charge through the Technology Tab in Wolf Den.

NOTE: Additional Honors courses that fulfill the 2014 Core Curriculum will be designated in future publications.

Course Descriptions

HON 101. In Search of Ourselves. (4)

Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.

This semester is a historically based immersion in literary, philosophical, religious and artistic expressions of various aspects of human identity (e.g., human nature, love, alienation). Participating faculty will provide an orientation to particular disciplines involved in this semester's study. Specific themes may vary from year to year.

Each student will be expected to engage in service learning as part of course requirements. This service is coordinated by the campus Values Based Learning program.

Honors 101 satisfies Inquiry (INQ) requirement and one Civic Engagement (CE) requirement for the 2014 Core Curriculum. Offered fall semester.

HON 102. Images of the Human Soul. (3)

Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.

Building upon the study of the first semester, this course analyzes issues of human identity in today's world (e.g., human rights, postmodernism, morality). This semester will also provide a synthesis of various disciplines involved in the study. Themes may vary from year to year.

Honors 102 satisfies the 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA) and may satisfy one Writing Intensive (WI) requirement dependent upon approval of the Core Curriculum Committee.

Offered spring semester.

HON 201. Looking Through a Lens and Living in Harmony with Nature. (4)

Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.

An examination of the scientific approach to understanding and predicting the natural world and essence of humanity. What is the Scientific Method, how did it emerge, and in what way(s) has science produced and also been produced by the human community? The sub-disciplines of biology, chemistry, environmental science, and physics will be explored, details of which may vary from year to year.

The laboratory component will emphasize use of the scientific method to investigate natural phenomena.

Community Service is an integral component of this course.

Honors 201 and 202 satisfy 2007 Core Curriculum requirements in Mathematics and Natural Sciences, Area D-1 and D-3.

Honors 201 satisfies the 2014 Core Curriculum requirement for the Lab Science course (LSC) and may satisfy one Writing Intensive (WI) requirement dependent upon approval of the Core Curriculum Committee. Offered fall semester.

HON 202. Science, Technology and Values, A Closer Look at Today and the Future. (4 credit hours under 2007 Core Curriculum, then 3 credit hours under 2014 Core Curriculum)

Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.

Building upon the previous semester's study, students will confront one or several contemporary issues in science (e.g., natural disasters and society, genetic engineering, preserving the rain forest, can science solve every problem?). What is the place of science in the human community, and in what ways does science reveal and define nature? The laboratory component will be used specifically to investigate problems in our world and how the scientific method can be used to investigate possible solutions.

Community Service is an integral component of this course.

Honors 201 and 202 satisfy 2007 Core Curriculum requirements in Mathematics and Natural Sciences, Area D-1 and D-3.

Honors 202 may be designated in future publications to fulfill specific Interdisciplinary (IDS) and Ethics (ET) requirements of the 2014 Core Curriculum if approved by the Core Curriculum Committee.

Offered spring semester.

HON 301. A Not So Distant Mirror: The Past as Prologue. (4 credit hours under 2007 Core Curriculum, then 3 credit hours under 2014 Core Curriculum)

Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.

This course explores the origins and evolution of human communities using the methods and studies of social scientists. Study will be focused around broad themes that may vary from year to year (e.g., the individual in community, the social contract, cooperation and conflict).

Students will engage in programs of service to those in need in local communities. Students will choose programs according to their interests and available opportunities.

Honors 301 and 302 satisfy 2007 Core Curriculum requirements in History and Social Sciences, Areas E-1 and E-2.

Honors 301 may be designated in future publications to fulfill specific Interdisciplinary (IDS) and Writing Intensive(WI) requirements of the 2014 Core Curriculum if approved by the Core Curriculum Committee.

Offered fall semester.

HON 302. Our Many Faces: Facing the Music. (4)

Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.

This course continues the quest for identity by examining communities of the 20th century. As we shape our future in all arenas (e.g., social, economic, political, religious), what questions must we ask, what values must we act upon, what road must we take? As well, what are the possibilities for the future based on our study of the continuities and changes evident in the human story? Particular themes may vary from year to year.

Students will engage in programs of service to those in need in local communities. Students will choose programs according to their interests and available opportunities.

Honors 301 and 302 satisfy 2007 Core Curriculum requirements in History and Social Sciences, Areas E-1 and E-2

Honors 302 may be designated in future publications to fulfill Global Learning 1 (GL1) and Civic Engagement (CE) requirements of the 2014 Core Curriculum if approved by the Core Curriculum Committee.

Offered spring semester.

HON 401. The Human Character: Pulling It All Together. (1)

Prerequisites or co-requisites: five of the six honors courses

The capstone experience is structured around a one hour seminar that provides an opportunity for individual and collective reflection on the preceding three year experience. Above all, this is to be a time for reflection, for perhaps considering a portfolio and for revisiting any especially meaningful experiences. In short, it is to be a time for "pulling it all together."

Offered fall semester.

Humanities (HUM)

Department of Humanities

Dr. David Rachels, Department Chair

Humanities courses are designed as interdisciplinary courses drawing upon the resources of two or more disciplines in the examination of an issue pertinent to a liberal arts education. These are by no means the only interdisciplinary courses offered at Newberry but those listed under the Humanities heading are generally coordinated through the disciplines of Religion, Philosophy, and Church Leadership.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, students in the Department of Humanities (English, Spanish, Religion, Church Leadership, Philosophy, History) will be required to use a computer (laptop or tablet) with a minimum operating environment of Windows 7 and Microsoft Office 2010 or 2013 (including Word, PowerPoint, Excel).

Course Descriptions

HUM 100. Colloquium. (1)

Weekly presentation and discussion of scholarly work by faculty, guests, and students pursuing a major or minor in the Department of Religion, Philosophy, and Church Leadership. Others permitted with Religion & Philosophy faculty approval.

Offered every semester.

COS 201 (HUM 101). The Theory and Practice of Community Service. (3)

An in-depth examination of the history, philosophy, pedagogical role, and methods of community service and community-based research. Requires participation in community service.

Open to sophomores and higher.

Offered fall semester.

COS 202 (HUM 201). Service and Reflection. (3)

An examination of the relationship between community service and contemporary thought. Selections from novels, poetry, short stories, and philosophical, political, and sociological thought will be examined to assist in the moral, psychological and social reflection about serving others. Requires participation in community service.

Open to sophomores and higher.

HUM 250. Masterworks of Civilization. (3)

Prerequisite: ENG 112 OR ENG 113.

A cross-cultural study of selected works of literature, religion, and philosophy from antiquity to the present.

HUM 250 satisfies Core Curriculum requirements for Humanities/Fine Arts, Area C-2.

Offered at departmental discretion.

HUM 300. Profiles in Leadership. (2)

Students will engage in a study of the traits and theories of leadership and their usefulness in solving human problems and dilemmas. The human side of leadership will be examined through materials drawn from religion, philosophy, history, science, business, sports, biography, film and drama. This wide-ranging investigation will focus on strategies for developing effective leadership styles. This course will examine the conduct and communication of exemplary leaders in Western Society as a means of exploring the virtues and traits recognized as being the most important for successful leadership.

Offered at departmental discretion.

HUM 495. Internship. (3)

Internships or practical experience in an approved program of study.

Subject to regulations and restrictions on page 62.

Inquiry Courses for 2014 Core Curriculum (INQ)

Core Curriculum Committee

Dr. Bret Clark and Dr. Wayne Kannaday, Co-Chairs

The New 2014 Core Curriculum offers students many options to college-level study through Inquiry courses. The Inquiry courses (INQ 101) are thematic, academic-based, writing and oral intensive courses that serve as an introduction to the QEP (Quality Enhancement Plan), VBL (Values Based Learning), writing, and oral communication. Some course meetings will build assignments around a unique theme, while other course meetings will be common curriculum based on the QEP/VBL. Because Inquiry courses vary each semester, they are not listed in this catalog; however, entering students receive a list of Inquiry course descriptions before they collaborate with their advisors in building their schedules. Options may include topics such as “Microbe Hunters,” “Undercover Wolf-Boss in Business,” “How Stories Shape Societies’ Identities,” “Sports and Religion,” and other courses created by faculty to introduce areas of their special interest.

All Inquiry 101 courses must (1) effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines [critical thinking], (2) develop the ability to use writing as a tool for clarifying and organizing thought in order to communicate ideas effectively in a variety of written and oral forms [oral and written communication], and (3) demonstrate awareness of personal responsibility in one’s civic, social, and academic life [Personal and Community Formation]. *All freshmen are required to enroll in and receive credit for an INQ 101 course.*

International Studies (ISC)

Department: Business Administration

Dr. Joseph W. Franklin, Professor and Chair

Interdisciplinary Faculty:

Gregory Cole, Ph.D., Professor of Spanish

Nick Di Liberto, Ph.D., Assistant Professor of History

Leighton Hartzog, M.B.A., CPA, Assistant Professor of Business Administration

Steven Schweizer, Ph. D., Professor of Political Science

Gerald Seals, M.A., Associate Professor of Business Administration

Susan B. Shurden, MPA., Assistant Professor of Business Administration

Stephanie Sillay, Ph. D., Assistant Professor of Political Science

Paul Smith, M.B.A., Assistant Professor Business Administration

The International Studies program is an interdisciplinary, liberal arts major leading to a Bachelor of Arts degree. Students will develop an understanding of the global society and analyze complex global issues while preparing for graduate education or entry in the job market. Courses are selected from a variety of disciplines including the arts, sciences, languages, social sciences, humanities, and the professions. This program also encourages students to develop a deeper understanding of global society through a pre-approved international experience.

The curriculum is divided into: (1) core courses, (2) areas of concentration, (3) internship/study away options, and (4) a capstone paper. The **core courses** provide students with an interdisciplinary perspective on the global society and the issues that face the world. The **area of concentration** explores the common theme of international relationships in Business Administration, Foreign Language, or Political Science. Students select an area of concentration (Business Administration, Foreign Language, or Political Science) which gives them the content knowledge and skills to understand and analyze global society.

The **internship/study away** option is designed to immerse the student in a reality-based international experience. This requirement must be pre-approved by the student’s major area advisor. The **capstone paper** allows the student to analyze a complex global issue in the area of concentration.

The program includes a 19-hour foreign language requirement that may be satisfied by taking Spanish at Newberry College or by taking another language at an accredited college.

International Studies Core

Global Perspectives: Human Culture (15 credit hours)

ENG 251, MUS 261, REL 220, HIS 112, and HIS 334 or HIS 324 or HIS 351/352 or HIS 250

Global Perspectives : The Natural World (7 credit hours)

GEO 135, SCI 112

Global Perspectives: The Social World (12 credit hours)

ECO 210, ECO 220, POS 225, and SOC 326

Global Perspectives: Ethical Choice (3 credit hours)

PHI 120

International Experience (3 credit hours)

ISC 495, International Internship of International Study Away

Capstone Paper (3 credit hours)

ISC 492, Senior Paper

Foreign Language (19 credit hours)

Area of Concentration (21-24 credit hours)

- Business Administration: ACC 210, ACC 220, BUA 210, BUA 220, BUA 260, BUA 311, BUA 341, BUA 472
- POS 121, POS 123, POS 225, POS 300, and 12 credit hours of electives within comparative politics and international relations drawn from POS 325, POS 348, POS 385, POS 255, POS 355, POS 480, and other POS courses with instructor permission.
- Spanish: SPA 101, SPA 102, SPA 103, SPA 201, SPA 202, SPA 301, SPA 305, SPA 313 or SPA 314

Technology Requirements for International Studies:

To meet program objectives for the academic year 2014-2015 and to provide access to technology, accounting students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the fully functional 2010 or 2013 Microsoft Office Suite, which includes Microsoft Access, Word, PowerPoint, and Excel. Accounting students need applications unavailable in Windows 365.

Course Descriptions

ISC 492. Senior Paper. (3)

A scholarly paper allowing students to analyze a complex global issue in the selected area of concentration. The paper topic must be pre-approved and be completed under the direction of the ISC faculty advisor. *Subject to rules and regulations on page 62.*

ISC 495 Internships. (1-3)

Internships or practical experience in an approved program of study. ISC 495 projects must be pre-approved and completed under the direction of the ISC faculty advisor.

Subject to rules and regulations on page 62.

Management Information Systems (MIS)

Department of Business Administration

Dr. Joseph W. Franklin, Department Chair

Business Administration Faculty:

Professor: Joseph W. Franklin, Ed.D.

Adjunct Faculty: Elwood Jones, Ph.D.

The Management Information Systems Minor introduces students to technology to enhance and complement student learning in Business Administration, Accounting, the Social Sciences, and other liberal arts disciplines. Students will be proficient in the use of business applications, network resources, and decision support systems. Industry standard applications will provide the framework for problem solving in a variety of business scenarios.

Technology Requirements for the Management Information Systems (MIS) Minor:

To meet program objectives for the academic year 2014-2015 and to provide access to technology, MIS students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the fully functional 2010 or 2013 Microsoft Office Suite, which includes Microsoft Access, Word, PowerPoint, and Excel. Accounting students need applications unavailable in Windows 365.

Course Descriptions

MIS 210. Introduction to Information Systems. (3)

An introduction to information system concepts, including fundamental functions and operations of business computer applications. Topics include hardware, software, procedures, computer operations, security, maintenance and data integrity. Upon completion, students should be able to use information system principles in the management and operation of an organization.

Offered fall and spring semesters.

MIS 310. Spreadsheet Analysis. (3)

Prerequisite: MIS 210

An in depth review of spreadsheet design and development. Topics include developing and using formulas, functions, charts, database tables and macros. Students will develop multiple sheet projects and integrate spreadsheet with other business applications. Upon completion, students will be able to design spreadsheet templates for business applications.

Offered fall and spring semesters.

MIS 320. E-Commerce (3) or CSC 155, Object-Oriented Programming in Java I. (3)

Prerequisite: MIS 210

The application of management information system tools for e-commerce and marketing. Students will evaluate MIS tools in web-based marketing applications. Topics include the evaluation of e-commerce software, performance marketing research, data mining, identifying strategic markets, marketing over multiple platforms including 3G/4G networks and measuring project effectiveness.

Upon completion, students will develop and demonstrate an e-commerce project.

Offered spring semester odd-numbered years.

MIS 330. Information Systems Research Tools and Application. (3)

Prerequisite: MIS 210 or CSC 155

An overview and use of information system research tools. Students will use online search engines and databases to do research on the internet. Various search and collection techniques will be discussed along with 'data mining' and methods of identifying valid bibliographic sources. Legal issues will also be covered including copyright infringement, plagiarism, intellectual property rights, identifying source documents in the public domain, and other topics for business-related research.

Offered on demand.

MIS 340. Database Management Systems. (3)

Prerequisite: MIS 210

An in depth analysis of database theory and application. Emphasis is placed on data dictionaries, tables, keys, search theory, queries, normalization, encryption, data redundancy, and data recovery.

Upon completion, students should be able to design and implement a database to solve common business tasks.

Offered on demand.

MIS 420. Project Management. (3)

Prerequisite: MIS 210

An in depth analysis of the tools and techniques used to manage information systems projects. Students will evaluate and install MIS applications to solve common business problems. Topics will include project scheduling; system design; implementation and evaluation; conversion planning; system implementation; evaluation and system maintenance.

Offered on demand.

Mathematics (MAT)

Department of Sciences and Mathematics
Dr. Christina McCartha, Department Chair

Mathematics Faculty:

Associate Professors: Abdelnaser Al-Hasan, Ph.D., Program Coordinator; Renee Stubbs, M. Ed.; Otis Walker, Ph.D.

Assistant Professor: Tien Chih, Ph.D.

Adjunct Instructors: Teresita Hill, Ph.D.; Stephen Burrus, M.A.T.

Administrative Assistant: Linda Wilbanks

“The science of pure mathematics ... may claim to be the most original creation of human spirit” Alfred North Whitehead (1861-1947). Mathematics continues to be recognized for its aesthetic appeal to the human spirit and the critical role it plays in understanding our physical universe and the constant development of our technological society. One or both of these reasons continue to attract students of the liberal arts to study mathematics.

The mathematics program at Newberry College offers a rich experience in which majors and non-majors learn to think critically, communicate concepts effectively, and become life-long learners, as well as gain an appreciation for the intrinsic beauty and power of mathematics and its application to other disciplines.

The mathematics program at Newberry College offers four concentrations for the mathematics major: Traditional, Secondary Education, Actuarial Science, and Physics. The program also offers minors in Mathematics, Computer Science and Physics.

As a student majoring in one of our four concentrations, subject to your choice, the coursework prepares you for careers in Actuarial field, Finance, Engineering, Government, Operation Research, Statistics, Teaching and/or graduate school. Our capstone experiences are unique and will engage you in creative work in mathematics that leads to independent learning and research.

The mathematics program offers our students much more than the average academic experience. Our engaging and supportive faculty and small class sizes, allow for a wealth of personal attention. Our program faculty also make a special effort to develop internship and research opportunities for mathematics majors and to encourage students to take advantage of such opportunities.

Mathematics Program Mission Statement

The Mathematics Program provides a valuable experience in which mathematics majors learn to think critically, communicate effectively, and become life-long learners, as well as gain an appreciation for the intrinsic beauty and power of mathematics and its applications to other disciplines.

Mathematics Program Learning Outcomes

Graduates with a B.S. in Mathematics will be able to:

1. Apply multiple approaches and perseverance when proving theorems and problem solving.
2. Reason abstractly, quantitatively, and recognize the importance and development of mathematics throughout history.
3. Construct viable mathematical arguments and communicate mathematical knowledge and understanding verbally and in writing.
4. Use appropriate mathematical tools and technology for discovering and understanding mathematical ideas.
5. Acquire in-depth knowledge of how mathematics can be applied in the student's choice of concentration or career.

Mathematics Major (B.S. degree) Requirements (44 hours)

Students seeking a major in Mathematics must take a minimum of 44 hours, which includes:

- 29 hours of Mathematics (MAT): 211, 212, 213, 225, 261, 334, 433, 443, 481, and 482;
- 12 hours (4 courses) from: MAT 227, 335, 338, 342, 351, 352, 371, 434, 444, 445, 451, 455, 490;
- Required coursework in other areas (3 hours): Computer Science CSC 155 or above

PHI 110 (Logic) is strongly recommended.

Mathematics Major with Secondary Education Concentration (B.S. degree) Requirements (84 hours)

Students who wish to become certified for public school teaching must complete the requirements for teacher certification and a major in Mathematics with concentration in Secondary Education with a minimum of 84 hours, which includes:

- 44 hours of MAT: 211, 212, 213, 225, 227, 261, 334, 335, 336, 351, 352, 433, 443, 481, and 482;
- Required coursework in other areas (40 hours):
 - 3 hours in Computer Science, CSC 155 or above
 - 37 hours in education requirements: EDU 224, 230, 232, 300, 342, 382, 455, 480, 483.

It is recommended that majors take PHY 213 and 214, PHI 110 (Logic) and MAT 200. Some of the courses required for the major may have prerequisites that will require additional course work; some may fulfill Core Curriculum requirements in Mathematics and Natural Sciences, Areas 2 and 3.

Students who plan to qualify for certification at the secondary level should major in the academic field for which certification will be sought with a concentration in Education. Graduation with a concentration in Education does not guarantee state certification. In order to be certified by the state of South Carolina, candidates must pass all required PRAXIS II series tests and meet all certification requirements.

Candidates should take Education 224 and 230 during their freshman year. Education 232 should be taken during the sophomore year. These classes are prerequisites for all other education courses. All candidates must pass, or exempt, Praxis I reading, writing, and mathematics tests and apply for and be admitted to the Teacher Education Program in order to take 300- and 400-level education courses.

Additional courses required for the secondary education concentration are EDU 300, 342, 382, 455, 480, and 483. Application to the student teaching internship must be made well in advance of the semester in which the candidate intends to student teach; candidates are responsible for meeting application deadlines and should maintain strong communication with the Teacher Education Coordinator of Clinical Experiences.

All candidates, regardless of major, complete a minimum of 108 hours of field experience in a public school prior to student teaching.

Mathematics Major with Actuarial Science Concentration (B.S. degree) Requirements (66 hours)

Students seeking a major in Mathematics with concentration in Actuarial Science must take a minimum of 66 hours, which includes:

- 36 hours of MAT: 211, 212, 213, 225, 261, 334, 351, 352, 433, 443, 481, 482, and 483;
- 6 hours (2 courses) from: MAT 227, 335, 338, 342, 371, 434, 444, 445, 451, 455, 490;
- Required coursework in other areas (24 hours):
 - 3 hours Computer Science, CSC 155 or above
 - 21 hours of Accounting, Business and Economics: ACC 210, 220, BUA 210, 220, 341, and ECO 210, 220

PHI 110 (Logic) is strongly recommended.

Mathematics Major with Physics Concentration (B.S. degree) Requirements (58 hours):

Students seeking a major in Mathematics with concentration in Physics must take a minimum of 58 hours, which includes:

- 32 hours of MAT: 211, 212, 213, 225, 261, 334, 342, 433, 443, 481, and 482;
- 9 hours (3 courses) from: MAT 227, 335, 338, 351, 352, 371, 434, 444, 445, 451, 455, 490;

- Required coursework in other areas (17 hours):
 - 3 hours Computer Science, CSC 155 or above
 - 14 hours of Physics: PHY 213, 214, 353, 451

PHI 110 (Logic) is strongly recommended.

Mathematics Minor Requirements (18 hours)

The Mathematics minor requires 18 hours as follows: MAT 211 and 212 plus a minimum of ten hours selected from 213, 225, 227, 261, 334, 335, 338, 342, 351, 352, 371, 433, 434, 443, 444, 445, 451, and 455.

Core Curriculum

Mathematics courses, except those in the following list, satisfy the 2007 Core Curriculum requirements in Mathematics, Areas D-2 or D-3. The following mathematics courses do NOT satisfy 2007 (or 2014) Core Curriculum requirements, Areas D-2 or D-3: MAT 098, Mathematical Skills; MAT 099, Essentials of Algebra; MAT 221, Basic Concepts of Mathematics; MAT 222, Geometry for the Early Childhood/Elementary Teachers; MAT 336, Methods of Teaching Secondary Mathematics.

Mathematics courses that satisfy the 2014 Core Curriculum requirements in Mathematics (MAT) are MAT 111, College Algebra; MAT 121, Mathematics for the Liberal Arts; MAT 150, Precalculus Mathematics; MAT 211, Calculus I—Differential Calculus; MAT 212, Calculus II—Integral Calculus; and MAT 227, Discrete Mathematics.

Math Placement with ALEKS

Starting 2013/2014 academic year, all incoming students at Newberry College (with the exception of Transfer students who do transfer a mathematics course and students with AP credits) are required to take the ALEKS Math Placement Exam.

ALEKS Cut Score	Range	Math Course Placement
≤ 14%	0-14	MAT 098 Math Skills
≥ 15%	15-35	MAT 099 Essential Algebra
≥ 36%	36-60	MAT 111 College Algebra or MAT 121 Math for Liberal Arts
≥ 61%	61-75	MAT 150 Precalculus or MAT 200 Applied Statistics or MAT 122
≥ 76%	76-100	MAT 211 Calculus I

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, students in the Department of Science and Mathematics will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den

Course Descriptions

MAT 098. Mathematical Skills. (3)

Prerequisite: Placement by examination only.

A basic skills course in mathematical skills designed to prepare students for further coursework in Algebra.

This course will be graded pass/fail based on an equivalent “C” as a pass.

This course does NOT satisfy the 2007 or 2014 Core Curriculum requirement.

Offered fall semester.

MAT 099. Essentials of Algebra. (3)

Prerequisite: Placement by examination only.

A basic skills course in algebra designed to prepare students for further coursework in Algebra or related Mathematical topics at the collegiate level. Students, who are not able to place into a 100 level math course or higher, are required to enroll in MAT 099.

This course will be graded pass/fail based on an equivalent “C” as a pass.

This course does NOT satisfy the 2007 or 2014 Core Curriculum requirement.

Offered every semester.

MAT 111. College Algebra. (3)

Prerequisite: MAT 099 or suitable placement by examination.

Topics include polynomial, rational, radical, exponential and logarithmic expressions and functions; graphing, systems of equations; inequalities.

Satisfies 2007 Core Curriculum in Area D-2 or D-3.

Satisfies 2014 Core Curriculum in Mathematics (MAT).

MAT 121. Mathematics for the Liberal Arts. (3)

Prerequisite: MAT 099 or suitable placement by examination.

A course on the methods and ideas of mathematics as they relate to the liberal arts. Topics such as sets, logic, mathematics and the fine arts, properties of functions, elementary probability and statistics, game theory social choice, financial mathematics, number theory, graph theory, and binary operations.

Satisfies 2007 Core Curriculum in Area D-2 or D-3.

Satisfies 2014 Core Curriculum in Mathematics (MAT).

Offered fall semester.

MAT 122. Mathematics for Life. (3)

Prerequisite: MAT 111 or MAT 121 or higher or Suitable placement by examination.

A course on the methods and ideas of mathematics as they relate to everyday life. Topics to include, consumer mathematics, measurement and geometry, probability and statistics, voting theory and graph theory.

Satisfies 2007 Core Curriculum in Area D-2 or D-3.

Satisfies 2014 Quantitative Literacy (QL) core requirement.

Offered spring semester.

MAT 150. Precalculus Mathematics. (4)

Prerequisite: A grade of “C” or better in MAT 111 or suitable placement by examination.

Fundamental principles of college algebra and trigonometry essential to the study of calculus. Emphasis on functions and their graphs, including polynomials, rational functions, exponential and logarithmic functions, and trigonometric functions.

Satisfies 2007 Core Curriculum in Area D-2 or D-3.

Satisfies 2014 Core Curriculum in Mathematics (MAT). Offered every semester.

MAT 200. Applied Statistics. (3)

Prerequisite: A grade of “C” or better in MAT 111 or suitable placement by examination.

A data-oriented approach to statistics by arguing from the sample to the population. Topics include combinatorics, random variables, sampling distributions, estimation, tests of statistical hypotheses, regression, correlation, ANOVA, and nonparametric methods.

Satisfies 2007 Core Curriculum in Area D-2 or D-3.

Satisfies 2014 Quantitative Literacy (QL) 2014 core requirement.

Offered every semester.

MAT 211. Calculus I—Differential Calculus. (4)

Prerequisite: A grade of “C” or better in MAT 150 or placement by the department.

An introduction to single-variable calculus. Functions, limits and continuity, differentiation of algebraic and transcendental functions, introduction to integration and differential equations.

Satisfies 2007 Core Curriculum in Area D-2 or D-3.

Satisfies 2014 Core Curriculum in Mathematics (MAT).

MAT 212. Calculus II—Integral Calculus. (4)

Prerequisite: A grade of “C” or better in MAT 211 or placement by the department.

Continuation of MAT 211. Applications of integration, integration techniques, indeterminate forms and improper integrals, sequences and series, parametric equations in the plane, polar coordinates, first and second order ordinary differential equations.

Satisfies 2007 Core Curriculum in Area D-2 or D-3.

Satisfies 2014 Core Curriculum in mathematics (MAT).

Offered every semester.

MAT 213. Calculus III. Multivariable Calculus. (4)

Prerequisite: A grade of “C” or better in MAT 212.

Continuation of MAT 212. Introduction to multivariable calculus. Analytic geometry of vectors, vector functions, partial derivatives, multiple integrals, and vector calculus. Recommended to be taken concurrent with MAT 225.

Offered every fall beginning fall 2014.

MAT 221. Basic Concepts of Mathematics. (3)

Prerequisite: A grade of “C” or better in MAT 111 or placement by the department

MAT 221 is a **content course** for students intending to become elementary school or early childhood teachers. It is designed to improve, broaden and deepen proficiency, appreciation and understanding of mathematics. Content will include elementary number theory, problem solving strategies, numeration systems, fundamental operations, and algebra. **Methods and best practices for teaching** elementary school mathematics will be modeled as part of instruction. Special attention will be given to the Common Core State Standards in Mathematics and traditional as well as technological tools and strategies for teaching. *Required of all Early Childhood and Elementary Education majors. A grade of “C” or better is required for Elementary Education and Early Childhood majors.*

This course does NOT satisfy the 2007 or 2014 Core Curriculum requirement.

Offered fall semester.

MAT 222. Geometry for Elementary Teachers. (3)

Prerequisite: A grade of “C” or better in MAT 111 or placement by the department

MAT 222 is a content course for students intending to become elementary school or early childhood teachers. A study to develop basic skills in probability and statistics, geometric intuition and fluency of such concepts as congruence, measurement, and similarity. **Methods and best practices for teaching** elementary school mathematics will be modeled as part of instruction. Special attention will be given to the Common Core State Standards in Mathematics and traditional as well as technological tools and strategies for teaching.

Required of all Early Childhood and Elementary Education majors. A grade of “C” or better is required for Elementary Education and Early Childhood majors.

This course does NOT satisfy the 2007 or 2014 Core Curriculum requirement.

Offered fall semester.

MAT 225. Survey of Higher Mathematics . (3)

Prerequisite: A grade of “C” or better in MAT 212.

A transitional course to prepare students for upper-level courses in mathematics. Logic and proof techniques, set theory, functions, relations, cardinality, concepts of algebra, concepts of analysis. Recommended to be taken concurrent with MAT 213.

Offered every fall beginning fall 2014.

MAT 227. Discrete Mathematics. (3)

Prerequisite: A grade of “C” or better in MAT 211.

An introduction to the various tools and techniques in discrete mathematics. Topics include mathematical logic, sets, relations, algorithms, combinatorics, recursion, graph theory, trees, network models, and Boolean algebras.

Satisfies 2007 Core Curriculum in Area D-2 or D-3.

Satisfies 2014 Core Curriculum in Mathematics (MAT).

Offered every fall.

MAT 261. Differential Equations. (3)

Prerequisite: A grade of "C" or better in MAT 225 for math majors, otherwise a grade of "C" or better in MAT 212. MAT 213 is recommended.

Methods for the solution of differential equations of the first and higher order, Laplace Transforms, systems of differential equations, selected topics.

Offered every spring beginning spring 2015.

MAT 334. Linear Algebra. (3)

Prerequisite: A grade of "C" or better in MAT 225 for math majors, otherwise a grade of "C" or better in MAT 212.

Matrix algebra, Gauss-Jordan elimination, vector spaces, linear independence, determinants, orthogonality, linear transformations and their matrix representation, eigenvalues and eigenvectors, and applications.

Satisfies Quantitative Literacy (QL) 2014 core requirement.

Offered every spring. Required for state teacher certification in Mathematics.

MAT 335. Modern Geometry. (3)

Prerequisite: A grade of "C" or better in MAT 225 for math majors, otherwise a grade of "C" or better in MAT 212.

A study of modern geometry including history, current axiom systems, and alternate developments of geometry using coordinates, vectors, and groups.

Offered spring even numbered years.

Required for state teacher certification in Mathematics.

MAT 336. Methods of Teaching Secondary Mathematics. (3)

Prerequisite: MAT 150 or higher. Completion of EDU 300 or higher

Prerequisite: Successful admission to the Teacher Education Program.

This course is designed to give teacher candidates practical training in the teaching of mathematics on the secondary level (9-12). Teacher candidates will become familiar with Common Core State Standards for mathematics instruction. They will develop an understanding of instructional strategies, activities, and materials essential for effective teaching of mathematics in secondary schools. Twenty-four hours of field experience will be required.

A \$100 Teacher Education Program fee is charged.

Required for teacher certification in Mathematics. Open only to students in the Teacher Education Program.

This course does NOT satisfy the 2007 or 2014 Core Curriculum requirement.

MAT 338. Vector Analysis. (3)

Prerequisite: A grade of "C" or better in MAT 225 and MAT 213.

A study of the algebra of vectors and the calculus of vector-valued functions. Topics include vector identities, space curves, and the gradient, divergence, and curl of vector functions. Also considered are line and surface integrals including the Divergence Theorem, Green's Theorem, and Stoke's Theorem.

Offered at departmental discretion.

MAT 342. Partial Differential Equations. (3)

Prerequisite: MAT 261.

This is an introductory course that covers the classical parabolic, hyperbolic and elliptic partial differential equations. Separation of variables, eigenvalues and eigenfunctions, Fourier series, Green's functions.

Offered at departmental discretion.

MAT 351. Probability. (3)

Prerequisite: A grade of "C" or better in MAT 225 and MAT 213.

This is a calculus based course. Basic probability, discrete and continuous random variables, discrete and continuous probability distributions, mathematical expectations, laws of large numbers, central limit theorems.

Offered fall, even numbered years.

MAT 352. Statistics. (3)

Prerequisite: MAT 351.

This is a calculus based course. Sampling and estimation theory, tests of hypotheses and significance, curve fitting, regression and correlation, analysis of variance, nonparametric tests. *Offered Spring, odd numbered years.*

MAT 371. Numerical Analysis. (3)

Prerequisite: A grade of "C" or better in MAT 225 and CSC 155.

Error analysis, solution of equations in one variable, interpolation and polynomial approximation, numerical differentiation and integration, direct method in solving linear systems, numerical solutions of nonlinear systems of equations, approximation theory, selected topics.

Offered at departmental discretion.

MAT 433. Abstract Algebra I. (3)

Prerequisite: A grade of "C" or better in MAT 225.

An introductory approach to the fundamentals of group, ring, and field theory. Topics to include: groups, subgroups, cyclic groups, permutation groups, cosets, homomorphism, isomorphism, the Sylow theorems, rings and fields.

Offered fall semester.

MAT 434. Abstract Algebra II. (3)

Prerequisite: MAT 433.

Continuation of MAT 433. An in depth treatment of the topics covered in MAT433. Topics to include: groups, rings and fields as well as homomorphism and isomorphism, ring factorization, Lattices, vector spaces, and Galois theory.

Offered at departmental discretion.

MAT 443. Real Analysis I. (3)

Prerequisite: A grade of "C" or better in MAT 225 and MAT 213.

An introductory approach to the real numbers and completeness, Inverse Function Theorem and its application, limits, sequences and series, uniform continuity, theory of differentiation and integration, sequences and series of functions, and Fourier series theory.

Offered fall semester beginning fall 2016.

MAT 444. Real Analysis II. (3)

Prerequisite: MAT 443.

Continuation of MAT 443. An in depth treatment of the topics in MAT443. Topics to include: improper integrals, general convergence of sequences of functions, complex numbers, and Fourier series.

Offered at departmental discretion.

MAT 445. Complex Analysis (3)

Prerequisite: A grade of "C" or better in MAT 225.

A study of the algebra and calculus of complex numbers. Specific topics include analytic and elementary functions, mappings by elementary functions, the Cauchy integral formula, Taylor and Laurent Series, residues and poles.

Offered at departmental discretion.

MAT 451. Topology. (3)

Prerequisite: MAT 443.

Fundamentals of set theory, definition of topological spaces, product and subspace topology, quotient topology, connectedness and compactness, countability and separation axiom, Urysohn lemma, Tychonoff's theorem, complete metric spaces, space-filling curves, compactness in metric spaces, and modes of convergence.

Offered at departmental discretion.

MAT 455. Number Theory. (3)

Prerequisite: A grade of "C" or better in MAT 225.

Divisibility theory of integers, primes and their distribution, the theory of congruences, Fermat's and Wilson's theorems, number-theoretic functions, Euler's theorem.

Offered at departmental discretion.

MAT 481. Junior Capstone Experience. (1)

Prerequisite: Junior standing, open only to math majors.

This course is designed to give students experience and to improve their skill in reading, writing, and understanding mathematics and introduction to undergraduate research.

Offered beginning spring 2015-2016.

MAT482. Senior Capstone Experience (1)

Prerequisite: Senior standing, open only to math majors .

Continuation of MAT481, special emphasis will be on the completion a research project defined in MAT481 and an exit interview.

Offered beginning fall 2016-2017.

MAT483. ACTUARIAL MATHEMATICS (1)

Prerequisite: MAT 351.

This course will provide direction to students wishing to take the first few actuarial examinations. Required of math majors with Actuarial Science concentration.

Offered at departmental discretion.

MAT 490. Special Topics in Mathematics. (3)

Prerequisite: Permission of instructor.

Topics to be selected by the instructor. Students may receive credit for more than one MAT 490 course, but students may not repeat the topics.

MAT 491. Independent Study. (1-3)

Independent study in a selected field or problem area of mathematics. The topic or problem to be studied will be chosen in consultation with departmental faculty under whose guidance the study will be conducted. *Subject to rules and regulations on page 61.*

MAT 495, 496. Internship. (1-3, 1-3)

Internships or practical experience in an approved program of study.

Limited to majors in the department.

Subject to regulations and restrictions on page 62.

MAT 499. Senior Essay. (1-3)

A project requiring scholarly research.

Topics to be selected by the instructor. Students may receive credit for more than one MAT 499 course, but students may not repeat the topics. *Subject to rules and regulations on page 62.*

Military Science (MSC)

LTC Brian Donley, Professor of Military Science

Instructors:

MSG Mark J. Bogue, Senior Military Science Instructor

Written and oral communications, physical training, first-aid, navigation, leadership and ethics are taught throughout the four-year military science program.

Military Science Leadership Minor

Required Courses

	Credits
MSC 301 Adaptive Team Leadership	4
MSC 302 Applied Team Leadership	4
MSC 410 Advanced Army Physical Fitness	1
*Choose ONE: HIS 324, 332, 333, 334, 351, or 352	3
*Choose ONE: SPE 110 or 202	3
*Choose ONE: POS 348, PHI 220, BUA 260, HUM 300, or PSY 330	<u>3</u>
<i>*Course substitutions must be approved by the Professor of Military Science.</i>	18 Credit Hours

Course Descriptions

MSC 101. Leadership and Personal Development. (2) MSC

102. Introduction to Tactical Leadership. (2)

(2 hour lecture) *No military obligation incurred.*

MSC 101 introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officer-ship, and the Army profession.

MSC 102 provides an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and action in the context of practical, hands-on, and interactive exercises.

Satisfies 2007 Core Curriculum requirements in Physical Education, Area G.

Class meets twice a week at Newberry College.

MSC 101 offered fall semester; MSC 102 offered spring semester.

MSC 101L, 102L. Basic Leadership Lab I. (1)

No military obligation incurred. Co-requisite: MSC 101 or 102.

ROTC labs bring together all elements of classroom instruction into field training focusing on basic knowledge and comprehension of the Army leadership dimensions. Labs are designed to introduce the freshman cadet to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets. *Labs meet once a week at Presbyterian College.*

MSC 101L offered fall semester. MSC 102L offered spring semester.

MSC 105. Foundations of Leadership (Compressed). (3)

This course is offered by exception only through prior approval of the Professor of Military Science and Leadership. This course merges the MSC 101 and 102 courses in a compressed period. The course accomplishes all enabling learning objectives and terminal learning objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning.

MSC 201. Innovative Team Leadership. (2)

MSC 202. Foundations of Tactical Leadership. (2)

(2 hour lecture) *No military obligation incurred.*

MSC 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises.

MSC 202 examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations.

Satisfies 2007 Core Curriculum requirements in Physical Education, Area G.

Class meets twice a week at Newberry College; Lab, once a week at Presbyterian College. MSC 201 offered fall semester; MSC 202 offered spring semester.

MSC 201L, 202L. Basic Leadership Lab II. (1)

No military obligation incurred. Co-requisite: MSC 201 or 202.

ROTC labs bring together all elements of classroom instruction into field training focusing on basic knowledge and comprehension of the Army leadership dimensions. Labs are designed to reinforce the sophomore cadet's introduction to drill and ceremony, marksmanship, land navigation, first aid, small unit tactics, obstacle course training, and water survival. Required for contracted cadets.

MSC 201L offered fall semester. MSC 202L offered spring semester.

MSC 205. Leadership and Teamwork. (3)

This course is offered by exception only through the prior approval of the Professor of Military Science and Leadership. This course merges MSC 201 and 202 courses in a compressed period. The course accomplishes all

enabling learning objectives and terminal learning objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning.

MSC 210. Basic Army Physical Fitness. (1)

No military obligation incurred. Co-requisites: MSC 101, 102, 201, or 202.

ROTC physical fitness training develops, improves, and maintains the high level of physical strength and stamina required to be successful as a military officer. Training includes basic nutrition and fitness, running, upper body exercises, flexibility, and recreational activities. Course may be repeated for credit. This is a requirement for contracted cadets.

Partially Satisfies 2007 Core Curriculum requirements for Physical Education, Area G.

MSC 250. ROTC Leadership Training Camp (LTC). (Up to 8)

Prerequisite: Approval of the Professor of Military Science.

Four week, summer internship, at Fort Knox, KY. This is the accelerated version of the first two years of ROTC offered on campus and is meant to provide the best leadership development available. Students must have at least two years remaining before graduation. Travel pay and salary provided. Camp graduates are eligible for enrollment in advanced military science and may be offered a two year scholarship upon graduation. This course exposes the student to army life and allows them to decide if they want to pursue contracting and commissioning but does not commit a student to military duty.

This is a pass/fail course only. Offered only during the summer session. Satisfies

2007 Core Curriculum requirements in Physical Education, Area G.

MSC 301. Adaptive Team Leadership. (4) MSC

302. Applied Team Leadership. (4)

(3 hrs. lecture, 3 hrs. lab weekly) Prerequisites: Basic Course (MSC 101/102/201/202) or Equivalent training approved by the Professor of Military Science.

MSC 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systemic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self- evaluations, cadets continue to develop their leadership and critical thinking abilities.

MSC 302 challenges cadets as they face increasingly intense situations in order to build awareness and apply team leadership skills in leading tactical operations at the small unit level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in the operation orders process. The focus is on exploring, evaluating, and developing skills in decision-making, influencing others, and motivating team members in the contemporary operating environment. Cadets are evaluated on what they know and do as leaders as they prepare to attend the Leader Development Assessment Course.

Course satisfies 2007 Core Curriculum requirements in Physical Education, Area G. MSC 301 offered fall semester; MSC 302 offered spring semester. Lab meets at Presbyterian College.

MSC 401. Developing Adaptive Leaders. (4) MSC 402.

Leadership in a Complex World. (4)

(3 hrs. lecture, 3 hrs. lab weekly) Prerequisites: MSC 301, 302.

MSC 401 teaches cadets the duties and responsibilities of an Army staff officer and how to use the military decision making process, the Army writing style, and the Army's principles of training management during weekly training meetings to plan, execute, and assess ROTC battalion training events. Cadets study the special trust proposed to Army Officers by the U.S. Constitution and the President of the United States and how Army values and leader ethics are applied in the contemporary operating environment. Cadets learn the Army Officer's role in the Uniform Code of Military Justice, the counseling of subordinates, administrative actions, and how to manage their career as an Army Officer. Senior cadets train, mentor, and evaluate junior cadets while being mentored and evaluated by experienced ROTC cadre.

MSC 402 explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Cadets examine the differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Cadets also explore aspects of interacting with non-

governmental organizations, civilians on the battlefield, and host nation support. Significant emphasis is placed on preparing cadets for their first unit of assignment using case studies, scenarios, and exercises to prepare cadets to face complex ethical and practical demands of leading as commissioned officers in the U.S. Army.

Course satisfies 2007 Core Curriculum requirements in Physical Education, Area G. MSC 401 offered fall semester; MSC 402 offered spring semester. Lab meets at Presbyterian College.

MSC 405. Leadership, Management, and Officership . (Compressed) (3)

This course is offered by exception only through the prior approval of the Professor of Military Science and Leadership. This course merges MSC 401 and 402 courses into a compressed period. The course accomplishes all enabling learning objectives and terminal learning objectives of two semesters. Military obligation is incurred due to linkage to follow on courses and commissioning.

MSC 410. Advanced Army Physical Fitness. (1)

Prerequisite: Permission of Instructor

Co-requisites: MSC 301, 302, 401, or 402.

ROTC physical fitness training develops, improves, and maintains the high level of physical strength and stamina required to be successful as a military officer. Training includes basic nutrition and fitness, running, upper body exercises, flexibility, and recreational activities. Cadets serve as leaders by planning, organizing, and running physical training sessions for freshmen and sophomore cadets. Course may be repeated for credit. Limited to and required for contracted cadets.

Course partially satisfies 2007 Core Curriculum requirements for Physical Education, Area G.

Music (MUS) (MUA) (MUE)

Department of Music

Victor William Vallo, Jr., Department Chair

Music Faculty:

Professor: Victor William Vallo, Jr., Ph.D.; Barry McGinnis, D.M.A.

Associate Professors: Jerry Gatch, D.M.A.

Assistant Professors: Janet Long, M. Ed.; Sarah Martenson, D.M.A., John Roberts, D.M.A.; Chris Sheppard, D.M.A.

Adjunct Faculty: Dawn Driggers, B.M.E.; Austin Gaboriau, B.M.; Robert Hawkins, Ph.D.; Tracy Leenman, M.M.; Ying Liao, M.A.; Andrew Lynn, M.A.; Denise Rudell, M.M.; Becky Smith, B.A.; Matthew Smith, B.M.; Kimberlee Turnbough, M.M.; John Valerio, D.M.A.

Staff Accompanist; Wanda Neese, M.M.

Administrative Assistant: Debbie Jarman, A.A.

Mission Statement of the Department of Music

The Newberry College Department of Music, through a supportive student-oriented community, provides a comprehensive musical foundation from which students may pursue an ongoing involvement with music. The faculty and staff encourage the development of musicianship, creativity, critical thinking, leadership, and personal growth through instruction, performance, scholarship, and service. The Department of Music is dedicated to the aesthetic value of the musical arts and strives to ensure that Newberry College students remain passionate, lifelong advocates of music.

Goals of the Department of Music

- Demonstrate competency and improvement in music performance
- Attain content knowledge of music theory, music history, music literature, music technology, and music pedagogy appropriate for individual degree programs
- Demonstrate growth of written and aural communication skills using appropriate musical terminology
- Develop skills of critical thinking
- Develop an awareness of musical diversity as human expression

Music department graduates are prepared to participate and lead in a variety of levels in the field of music. Newberry music graduates include outstanding professional performers and choral and instrumental music educators who are leading excellent school music programs throughout the Southeast. Newberry music alumni have received graduate degrees in programs throughout the United States. Music Department graduates have also had successful careers in the music industry.

The Department of Music at Newberry College is accredited by the National Association of Schools of Music (NASM).

Degrees:

A. Bachelor of Arts in Music (B.A.)

General Music

B. Bachelor of Arts in Music (B.A.)

Emphasis in:

Church Music

Music Theory

C. Bachelor of Music in Performance (B.M.)

Concentration in:

Vocal Music

Instrumental Music (Band, Orchestra, Guitar, Bass, Piano, Organ)

D. Bachelor of Music Education (B.M.E.) (PK-12)

Concentration in:

Choral Music

Instrumental Music (Band, Orchestra)

2007 Core Curriculum

The following music courses meet the 2007 Core Curriculum, Area C-3:

- MUS 141, History of American Music
- MUS 150, Music Appreciation
- MUS 261, World Music
- MUS 341, History of Music I
- MUS 342, History of Music II
- MUS 343, History of Sacred Music

COL 105 for music majors (1 hour) meets Area A of the 2007 Core Curriculum. MUS 151, Music Literature, meets the 2007 Core Curriculum, Area C-2. Requirement (*for music majors only*).

2014 Core Curriculum

Some music courses approved for the 2014 Core Curriculum are designated within course descriptions; other 2014 core music courses will be designated in future publications.

Audition Requirements for Admission to the Music Program

Students should be prepared to perform two pieces of their own choosing or two movements of a larger work. The student should select pieces in contrasting styles. If students would like to be accompanied, they should notify the Department of Music at (803) 321-5633 at least one week in advance of their audition date, and bring along an original copy of the accompaniment (not a photocopy). Instrumentalists will be asked to perform several scales. The audition will also include a short section of sight-reading and tonal memory, a diagnostic music knowledge test (for placement purposes only), and an informal interview with the music faculty.

Degree Requirements

A. Bachelor of Arts in Music (B.A. Degree) Requirements

1. Core Curriculum..... 51-54 hours

Candidates for the Bachelor of Arts in Music degree in music are required to complete the Core Curriculum as described on pages 72-75. Music Literature (MUS 151) is a Fine Arts requirement for the B.A. Degree in Music; it will also fulfill the Fine Arts elective requirement in the Core Curriculum, Area C-2. All B.A. students are required to take either an Art or Theatre course as part of the 2007 Core Curriculum, Area C-3. In addition to completing these requirements, the Liberal Arts candidates choose general electives to equal a total of at least 126 hours.

2. Music Courses 47-66 hours

a. Bachelor of Arts in Music

The Bachelor of Arts in Music degree is appropriate for the student who has a high interest in music, wants to learn more theoretical and historical aspects about music, and wants to continue and improve in performance. This degree offers the possibilities of minoring or double majoring in another area of interest and of taking a wide variety of general core electives. The purpose of the degree does not necessarily promote vocation in a music field after graduation, but promotes a lifelong advocacy and enjoyment of the art. The degree is completed in four years.

Applied Music – Major: Piano, Organ, Guitar, Bass, Band/Orchestra Instrument, or Voice..... 12 hours

Applied lessons must be taken until the successful completion of MUS 380.

Applied Secondary Instrument – Piano (MUA 101-2 credits; MUA 102-2 credits. Keyboard majors exempt MUA 101 and MUA 102.

Music Literature: (MUS 151)	3
Music Theory: (MUS 171, 172, 173, 174, 271,273, 274)	15
Music History: (MUS 341, 342)	6
Basic Conducting: (MUS 290)	2
Recital (MUA 380)	1
History (MUS 141, 261, or 311).....	3
• History of American Music (MUS 141)	
• World Music (MUS 261)	
• History of Jazz (MUS 311)	
Repertory Seminar (MUS 100) (8 semesters)	0
Chamber Music Experience	0-1
Ensembles (8 semesters)	8
Total	47-52 hours

b. Bachelor of Arts in Music, Emphasis in Church Music

The Bachelor of Arts in Music, Emphasis in Church Music, degree provides skills and knowledge for the student who has a special interest in church music and religion. Knowledge about all denominations of Christianity is included. Students may continue with graduate study in a related area or secure employment as a church musician.

Applied Music – Major: Piano, Organ, Guitar, Bass, Band/Orchestra Instrument, or Voice 16 hours

Applied Secondary Instrument – Piano (MUA 101 – 2 credits; MUA 102 – 2 credits; MUA 121 – 1 credit; and MUA 122 – 1 credit). Keyboard majors exempt MUA 101 and MUA 102, and are required to complete two hours of voice instead of MUA 121 and 122.

Applied Organ	1
(Required of all Church Music majors. Organists do NOT have to take an extra hour of organ)	
Music Literature: (MUS 151)	3
Music Theory: (MUS 171, 172, 173, 174, 271, 273, 274)	15
Music History: (MUS 341, 342)	6
Advanced Conducting (MUS 390)	2
Hymnody and Liturgy: (MUS 343)	3
Practice of Church Music (MUS 483)	3
Counterpoint (MUS 366) for keyboard majors or Secondary Choral Methods (MUS 472) for vocalists or Basic Conducting (MUS 290)	
for instrumentalists	2-3
Recital (MUA 480).....	2
Repertory Seminar: (MUS 100) (8 semesters).	0
Chamber Music Experience	0-1
Ensembles (8 semesters)	8
Total	62-69 hours

c. Bachelor of Arts in Music, Emphasis in Music Theory

The Bachelor of Arts in Music, Emphasis in Theory degree, is intended for the student who wants to be knowledgeable in Theory, analysis and composition. The degree helps prepare the student for continued music studies in theory or for related, creative endeavors.

Applied Music –Major: Piano, Organ, Guitar, Bass, Band/Orchestra Instrument, or Voice	8 hours
Applied Secondary Instrument – Piano (MUA 101 – 2 credits; MUA 102 – 2 credits, and 4 credits of piano lessons). Keyboard majors exempt MUA 101 and MUA 102, and are required to complete 12 hours total of lessons in their major keyboard instrument	
Music Literature: (MUS 15)	3
Music Theory: (MUS 171, 172, 173, 174, 271, 273, 274)	16
Music History: (MUS 341, 342)	6
Basic Conducting: (MUS 290)	2
Composition and Analysis: (MUS 367)	2
Counterpoint: (MUS 366)	2
Orchestration: (MUS 463).....	2
Recital (MUA 380) or thesis paper (MUS 499)	1
Repertory Seminar: (MUS 100) (8 semesters)	0
Music Electives	3
Chamber Music Experience	0-1
Ensembles (8 semesters)	8

Total 57-62 hours

B. Bachelor of Music in Performance (B.M. Degree) Requirements

The Bachelor of Music degree in Performance enables the student who is interested in a performance career, private teaching, and/or graduate study to acquire the skill and knowledge associated with high level instrumental or vocal performance. Special emphasis is given to development of aesthetic performance and understanding.

1. Core Curriculum..... 48-51 hours

Candidates for the Bachelor of Music degree are required to complete the Core Curriculum as described on pages 71-72. Music History II (MUS 342) is a requirement for the B.M. Degree; it will also fulfill the Fine Arts elective requirement in the Core Curriculum, Area C.

2. Music Courses 83-87 hours

Applied Music – Major: Piano, Organ, Guitar, Bass, or Band/Orchestra Instrument...	24 hours
Major: Voice	24 hours
Applied Secondary Instrument	6
(all credits must be earned on the same instrument)	
Piano (MUA 101 – 2 credits; MUA 102 – 2 credits; MUA 121 – 1 credit; MUA 122 – 1 credit).	
Keyboard majors exempt MUA 101 and MUA 102 and must take their secondary credits in another area. Music	
Literature: (MUS 151)	3
Music Theory: (MUS 171, 172, 173, 174, 271, 273, 274).....	16
Music History: (MUS 341, 342)	6
World Music (MUS 261)	3
Conducting: (MUS 290, 390).....	4
Composition and Analysis: (MUS 367)	2
Counterpoint (MUS 366)	2
Applied Instrument Literature (MUS 350, 351, 352, 353, 354, or 355)	2
Beg./Inter. Foreign Lang. Diction for Singers (MUS 265) <i>voice majors</i>	2
Adv. Foreign Lang. Diction for Singers (MUS 365) <i>voice majors</i>	2
Applied Instrument Pedagogy (MUS 371, 372, 373, 374, 375, or 376)	2
Recital (MUA 380)	1

Recital (MUA 480)2
Repertory Seminar (MUS 100) (8 semesters)	0
Chamber Music Experience	0-4
Opera Workshop (MUS 241) or Madrigals (MUE 112) (<i>Voice majors only</i>)	
Chamber Music (MUE 105, 106, 107, 108, 109, 110)	
<i>Required of instrumental majors each fall. If MUE 105 is taken in the fall, it must be accompanied with another option. Wind Symphony (MUE 103) can be taken in fall to satisfy the chamber music requirement.</i>	
Ensembles (8 semesters)	8
Total 83-87 hours	

C. Bachelor of Music Education Degree (B.M.E.)

The Bachelor of Music Education degree (B.M.E.), in cooperation with the Newberry College Department of Teacher Education, leads to South Carolina PK-12 licensure and is designed for those students aspiring to the challenging and essential service of teaching music in the public school sector. Students become well-rounded life-long learners, musicians, and teachers of music through a rigorous curriculum including courses in areas of general studies, musicianship, and professional and music education. Candidates choose a concentration of choral or instrumental music, but upon graduation are prepared and qualified to teach any music subject and level. Successful graduates will possess the knowledge, skills, and dispositions to provide confident, enthusiastic, and committed leadership in the field of teaching music.

The BME can be completed in four years, although some choose to extend it.

Bachelor of Music Education Requirements

The Music Education program works closely with the Department of Teacher Education, sharing many goals, conceptual frameworks, and disposition requirements for students. The Bachelor of Music Education provides licensure for teaching pre-kindergarten through high school. Students choose either choral or instrumental music as a concentration, but will be prepared to teach in all areas and grade levels.

Music Education Examinations and Fees

All teacher candidates are required by the State of South Carolina State Department of Education to pass Praxis I Reading, Writing, and Mathematics tests in order to be accepted into a Teacher Education program. This test may be exempted for students who scored at least 24 on the ACT, 1100 on the 2-part SAT, or 1650 on the 3-part SAT. If one wishes to exempt the test, the student must provide proof of scores from the Office of Enrollment Management (to the Department of Music) their freshman year. If the test has been failed three times, it is suggested that the candidate discuss the possibilities of a change of major with their advisor and music education professor. Please be aware that **delays in taking this test and/or providing the required admission essay (due to the Department of Teacher Education the sophomore year) could add one or more semesters in the planned program and graduation.**

Over the course of acquiring initial licensure to teach, the average candidate must pay \$1000 in ETS testing fees, state registration fees, and general program fees. The Department of Music in conjunction with the Department of Teacher Education will institute a fee schedule beginning in Fall 2014 to cover these outside expenses. The courses required by the music education major which will each incur a \$100 fee include: EDU 224, 230, 232, 480, 483 and MUS 102, 281, 282, 381, and 471 or 472. The Praxis I Test will be taken during EDU 230 and the PLT/Praxis II will be taken prior to student teaching. These fees will only cover the first attempt for these tests. If further attempts are necessary they must be paid by the candidate. Two TB tests during the tenure will be paid by the candidate, and are necessary before one is allowed into the public school sector to attain field experience hours. Please see the Department of Music Education Student Handbook for a comprehensive breakdown of the fees.

Music Education Program Requirements

The B.M.E. degree requires 143-146 hours of course work in four areas: the Core Curriculum Requirements, Music Requirements, Concentration Requirements, and Education Requirements. Candidates should take EDU 224 during fall semester of their freshman year. MUS 102 and EDU 230 should be taken the spring semester of the freshman year. EDU 232 is taken during the sophomore year, as well as MUS 281 and MUS 282. EDU 224 and MUS 102 are prerequisites for all other education classes, and all of the above should be taken before the conclusion of the sophomore year and the sophomore barrier. Schedules for transfer students will be considered on an individual basis. All candidates must pass or exempt Praxis I reading, writing, and mathematics tests and apply for and be admitted into the Teacher Education Program before taking MUS 381 or 471/472. Please see requirements for admission in the Teacher Education section and in the Department of Music Handbook.

Additional required education courses include: MUS 381, MUS 471 or MUS 472, EDU 480 and EDU 483.

The B.M.E. degree requirements include all courses required for PK-12 teacher certification in the State of South Carolina as well as an accumulation of 100 hours of field experience.

A grade of a “C” or above must be made in all education-related classes, and an overall grade average of 2.6 must be maintained. The music education student must give evidence of positive dispositions, commensurate with being a future public school teacher.

1. Core Curriculum Requirements (42-43 hours)

Candidates for the Bachelor of Music Education (B.M.E.) degree are required to complete the Core Curriculum as described on pages 72-75. Music education students should take Religion 110 (F-1b). History of Music I (MUS 341) will then fulfill the additional requirement of the Religion Area, F-1b. (a total of 6 credits taken in F-1b). Introduction to Music Literature (MUS 151) fulfills the Fine Arts requirement, Area C-2. History of Music II (MUS 342) should be elected to fulfill the Fine Arts elective requirement in the Core Curriculum, Area C-3. Participation in Marching Band (MUE 101) fulfills one credit of the Physical Education requirement (Area G-1).

2. Music Requirements (29 hours)

Music Literature (MUS 151*).....	3
Music Theory (MUS 171, 172, 173, 174, 271, 273, 274).....	15
Music History (MUS 341**, 342)	6
Conducting, Basic and Advanced (MUS 290, 390).....	4
Recital (MUA 380)	1
Repertory Seminar (MUS 100-8 semesters)	0

3. Concentration Requirements (48-50 hours)

Candidates for the B.M.E. degree must complete one of the following areas of specialization:

a. Choral Music Concentration

Applied Music—Major Instrument	14
Applied Secondary Instrument—Piano (MUA 101—2 credits; MUA 102—2 credits; 2 semesters of MUA 121—1 credit and 122—1 credit)	5-6
Introduction to Music Education (MUS 102)	1
Instrument Classes (MUA 105, 207, 210, 213).....	8
Music Teaching in Practice (MUS 281)	2
Secondary School Music Methods and Materials (MUS 282)	1
Music Technology (MUS 280)	2
Elementary School Music Methods and Materials (MUS 381)	3
Vocal Pedagogy (MUS 371)	2
Voice Studio (MUA 110) (7 semesters)	0
Choral Methods and Materials (MUS 472)	3
College Singers (MUE 111)	7
Chamber Music Experience	0-1

b. Instrumental Music Concentration	
Applied Music-Major Instrument	14
Applied Secondary Instrument—Piano (MUA 101—2 credits; MUA 102—2 credits; MUA 121—1 credit and MUA 122—1 credit	5-6
Introduction to Music Education (MUS 102)	1
Vocal Pedagogy (MUS 371)	2
Music Technology (MUS 280)	2
Instrument Classes (MUA 105, 207, 210, 213)	8
Music Teaching in Practice (MUS 281)	2
Secondary School Music Methods and Materials (MUS 282)	1
Elementary School Music Methods and Materials (MUS 381)	3
Instrumental Methods and Materials (MUS 471)	3
Wind Symphony (MUE 103)	7
Chamber Music Experience	0-1

4. Education Requirements	(24 hours)
Foundations of Teaching and Learning (EDU 224)	3
Human Development and Learning (EDU 230)	3
Working with Exceptional & Diverse Learners (EDU 232)	3
Internship (EDU 480)	12
Seminar (EDU 483)	3

*Music Literature (MUS 151): 3 credits count toward Core Curriculum requirements (C-2).

**Music History (MUS 341): 3 credits counts toward Core Curriculum requirements (F-1,b).

**Music History (MUS 342): 3 credits counts toward Core Curriculum requirements (C-3).

***Marching Band (MUE 101): 1 credit counts toward Core Curriculum requirements (G-1).

Total hours for the Bachelor of Music Education degree 143-146

Regulations, performance standards and additional requirements for each degree, major, and minor are listed in the *Music Department Handbook*

Minor Requirements

Students may minor in Church Music, Jazz Studies, or Music.

Church Music Minor (21 hours)

The Church Music minor may be taken by music majors or by students in other majors who have an interest in music and worship.

The Church Music Minor requires 21 hours as follows:

Applied Music	8
<i>Major performance (voice, organ, piano, or instrument)—6 hours; Piano—2 hours (in addition to Elementary Piano Class. Organists and pianists must take 2 hours of voice instead of 2 hours of piano.)</i>	
Elementary Piano Class (MUA 101)	2
<i>Students with a keyboard concentration may substitute MUS 173 at the discretion of the instructor.</i>	
Music Literature: (MUS 151)	3
Basic Conducting (MUS 290)	2
Practice of Church Music (MUS 483)	3
Music Electives: (MUS 341 or MUS 342 or MUS 343)	3
<i>Note: MUS 343 is recommended for non-music majors completing this minor.</i>	
Repertory Seminar—Four semesters of MUS 100	0
Total	21 hours

Jazz Studies Minor (18 hours)

The Jazz Studies minor is designed to be taken by students currently enrolled as music majors. Non-majors may also enroll in this minor with the permission of the Department of Music. Some of the courses required for the Jazz Studies minor may have prerequisites that will require additional course work for non-majors. The Jazz Studies minor will require 18 semester hours in addition to those already required for a music major.

The Jazz Studies minor requires 18 hours as follows:

History of Jazz (MUS 311)	3
Jazz Theory and Arranging (MUS 312)	3
Improvisation I (MUS 331)	2
Improvisation II (MUS 332)	2
Participation in either MUE 104 (Jazz Ensemble) or MUE 105 (Jazz Combo) each semester for 8 semesters	8
Total	18 hours

Music Minor (21 hours)

The Music minor is designed for students who are interested in music but are majoring in another discipline.

The Music minor requires 21 hours as follows:

Applied Music	6
<i>(must include MUA 101, unless exempted)</i>	
Music Literature (MUS 151)	3
Ear Training I (MUS 171)	2
Theory of Music (MUS 173)	2
History of Music I (MUS 341)	3
History of Music II (MUS 342)	3
Repertory Seminar (MUS 100)-4 semesters	0
Ensembles-2 semesters	2
Total	21 hours

Music Business Minor (18 hours)

The Music Business minor is designed for students who are interested in Music Business and are either majoring in the B.A. (Music) or in another discipline.

The Music Business minor requires 18 hours as follows:

Principles of Marketing (BUA 220, 320)	3
Small Business Management, Entrepreneurship I (BUA 363) OR Principles of Management (BUA 260, 360)	3
Individual Income Tax (ACC 432)	3
Introduction to Music Business (MUS 211)	3
Music Business Law (MUS 222)	2
Music Recording Industry and Technology (MUS 321)	2
Music Business Internship (MUS 421)	2
Total	18 hours

Fees

Music fees for a semester or a summer session are as follows:

Private lessons in Piano, Organ, Voice, Guitar, Bass, or Band Instruments	\$150 Each Credit Hour
Instrument Class (Brass, Woodwinds, Strings, or Percussion)	\$ 100
Piano Class	\$ 100

Bachelor of Music students taking more than two hours credit in private lessons will be charged for a maximum of two hours.

Courses requiring a fee are designated by the following symbols in the course descriptions:

† Private Lesson Fee

‡ Class Fee

SOPHOMORE BARRIER EXAM

Upon completion of the second semester of the Sophomore Level as a music major, the student is examined by the music faculty to determine eligibility for Junior Standing as a music major. In order to pass, students must meet the requirements:

1. Music majors must have a minimum 2.75 GPA in their music classes. This will be reviewed with their advisor.
2. Students must perform a longer jury than usual, which will include the following:
 - A. Instrumental majors:
 1. All major and minor scales—the number of forms of the minor scale and number of octaves required are at the discretion of the individual teacher.
 2. Two contrasting pieces, to be approved in advance by the major teacher.
 - B. Vocal majors:
 1. Four memorized songs, each in a different language, to be approved by the major teacher.
 2. Students should be prepared to answer the following questions about the pieces they are performing:
 - a. In what major or minor key is the piece written?
 - b. What do any tempo markings provided by the composer or editor mean?
 - c. What do any other musical terms provided by the composer or editor in the score mean (i.e., *sforzando*, *rubato*, *marcato*, *con sordino*, etc.)?
 - d. In what style period (Renaissance, Baroque, etc.) did the composer of the piece live? Be prepared to discuss some background on the composer and his works.

Students will be evaluated using the Sophomore Barrier Performance Rubric (following). A score of 50 or higher is required for continuation in BA degrees; a score of 65 or higher is required for continuation in the BME degree, and a score of 80 or higher is required for admittance to the BM in Performance degree.

Results may include: Pass, Pass with Conditions, or Fail. Students may retake their Sophomore Barrier the following semester if it is failed. Scholarship money will be decreased for one semester and resumed the next semester if passed. If the student does not pass, he/she will be required to change majors and will lose all Music scholarship monies.

3. Students need to have completed and submitted one Level 2 CACP paper.
4. In addition to the above, music education students will have prepared and/or be asked to do a faculty- chosen requirement. The student may be asked, for instance, to: provide a video of his/her teaching, summarize a developing philosophy of teaching and being a teacher, give an example of explaining a concept or fact, provide a completed lesson plan, or tell the committee how to deal with a hypothetical management or teaching situation.

The education student will also be asked the status of requirements for being admitted to the Teacher Education program, the Praxis Test I, the teacher education essay, field experiences, and CACP papers. If sufficient progress has not been made in these areas, results of the Sophomore Barrier will be affected.

MUSIC PERFORMANCE HONORS PROGRAM

Purposes

The Music Performance Honors Program will serve the following purposes.

- Recognize outstanding student musicians following a music degree other than the Bachelor of Music in Performance, but who perform at the level of the BM in performance student and wish to complete additional performance requirements.
- Prepare music majors who are not pursuing a Bachelor of Music in Performance to audition for graduate degree programs in Music Performance, if they wish to do so.
- It will include additional performance requirements, but no additional academic coursework. When combined with a Bachelor of Art's degree or a Bachelor of Music Education degree, the increased amount of credit hours is minimal.
- "Music Performance Honors" will be posted on student's transcript

Requirements

- 16 credits of private lessons (Junior & Senior years)

- MUA 380 (half-hour recital – 1 credit)
- MUA 480 (hour recital – 2 credits)
- 4 semesters of chamber music on the student’s major instrument (0-1 credit each)

Admission Criteria

- Students are admitted to this program following the Sophomore Barrier Exam.
- Students must earn an average of 80 points on the Sophomore Barrier Performance Evaluation Rubric in order to begin the program.
- Students must meet the same performance standards as students in the Bachelor of Music in Performance degree program

Technology Requirements for the Department of Music

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, music students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den. Additional music programs are available in the Music Computer Lab.

Course Descriptions

Music (MUA—Applied Music)

Only music majors who have been admitted to the Bachelor of Music program can take applied music lessons for more than two hours during each semester unless there are extenuating circumstances and the student receives special permission from the instructor.

† **Private Lesson Fee**

‡ **Class Fee**

MUA 100. Elementary Piano Class.‡ (2)

Non-music majors. No prior keyboard experience. Offered at departmental discretion.

MUA 101, 102. Elementary Piano Class.‡ (2, 2)

Music majors and minors only.

Practical keyboard facility; fundamentals of music.

MUA 101 may be exempted by a qualifying exam which should be taken before registration for the class. MUA 101 offered fall semester; MUA 102 offered spring semester.

MUA 104. Guitar Class. (2)

A study of the performance techniques and basic repertoire for classical, blues and folk guitar styles.

Includes chords and scales.

Non-music majors are welcome in this course (no prerequisite, but students must supply their own guitar).

Offered spring semester.

Lessons

MUA 110. Voice Studio. (0)

A weekly studio master class required of all students taking voice lessons.

Requires concurrent enrollment in MUA 115, 116, 215, 216, 315, 316, 415, or 416.

MUA 111. Percussion Studio. (0)

A weekly studio master class required of all students taking percussion lessons.

Requires concurrent enrollment in MUA 155, 156, 255, 256, 355, 356, 455, or 456.

MUA 112. Flute Studio. (0)

A weekly studio master class required of all students taking flute lessons.

Requires concurrent enrollment in MUA 145, 146, 245, 246, 345, 346, 445, or 446.

MUA 115, 116, 215, 216, 315, 316, 415, 416. Voice.† (1-4)

Major or secondary instrument.

Requires concurrent enrollment in MUA 110.

MUA 120. Keyboard Studio. (0)

A weekly studio master class required of all piano and organ majors and minors.

Requires concurrent enrollment in MUA 121, 122, 221, 222, 321, 322, 421, or 422 or MUA 125, 126, 225, 226, 325, 326, 425, 426.

MUA 121, 122, 221, 222, 321, 322, 421, 422. Piano.† (1-4)

Major or secondary instrument.

MUA 125, 126, 225, 226, 325, 326, 425, 426. Organ.† (1-4)

Major or secondary instrument.

MUA 130. Woodwind Studio. (0)

A weekly studio master class required for all students taking saxophone, clarinet, oboe, and bassoon lessons.

Requires concurrent enrollment in MUA 145, 146, 245, 246, 345, 346, 445, or 446.

MUA 131, 132, 231, 232, 331, 332, 431, 432. Improvisation.† (1-4)

An interpretation of improvisation nomenclature; chord symbols, scales, modes.

MUA 135, 136, 235, 236, 335, 336, 435, 436. Composition. (1-4)

Private instruction in a variety of styles of composing music.

MUA 141, 142, 241, 242, 341, 342, 441, 442. Brass Instrument.† (1-4)

Major or secondary instrument.

MUA 145, 146, 245, 246, 345, 346, 445, 446. Woodwind Instrument.† (1-4)

Major or secondary instrument.

MUA 150. Brass Studio (0)

A weekly studio master class required for all students taking brass lessons.

Requires concurrent enrollment in MUA 141, 142, 241, 242, 341, 342, 441, or 442.

MUA 155, 156, 255, 256, 355, 356, 455, 456. Percussion Instrument.† (1-4)

Major or secondary instrument.

Requires concurrent enrollment in MUA 111.

MUA 165,166, 265,266, 365, 366, 465,466. String Lessons.† (1-4)

Major or secondary instrument (guitar, violin, viola, cello, or bass).

Classes

MUA 105. String Class. ‡ (2)

A study of scales, techniques and teaching methods for stringed instruments.

Offered spring semester. Requires 2 hours of field experience.

MUA 207. Brass Class. ‡ (2)

A study of scales, techniques and teaching methods for brass instruments.

Offered spring semester. Requires 2 hours of field experience.

MUA 210. Woodwind Class. ‡ (2)

A study of scales, techniques and teaching methods for woodwind instruments.

Offered fall semester. Requires 2 hours of field experience.

MUA 213. Percussion Class. ‡ (2)

A study of rudiments, techniques and teaching methods of all percussion instruments.

Offered fall semester. Requires 2 hours of field experience.

Recitals

A student must be studying applied music with a member of the Newberry College faculty in the area or areas in which he or she will be presenting a recital during the semester in which he or she presents the recital.

MUA 380. Recital. (1)

Performance of approximately 30 minutes.

Offered at departmental discretion.

MUA 480. Recital. (2)

Performance of approximately 60 minutes.

Offered at departmental discretion.

Music (MUE—Music Ensembles)

Every music major is required to take part in either the Wind Symphony or the Newberry College Singers each semester. A music major who receives a music department scholarship may have additional performance requirements. These ensembles are also open to non-music majors by audition.

The following ensembles are also open to all students by audition: Wind Symphony (MUE 103), Jazz Ensemble (MUE 104), Jazz Combo (MUE 105), Woodwind Ensembles (MUE 106), Brass Ensemble (MUE 107), Percussion Ensemble (MUE 108), Guitar Ensemble (MUE 109), and Madrigals (MUE 112).

MUE 101. Marching Band. (0-1)

Offered fall semester.

MUE 102. Symphonic Band. (0-1)

Offered spring semester.

MUE 103. Wind Symphony. (0-1)

Offered every semester.

MUE 104. Jazz Ensemble. (0-1)

Offered every semester.

MUE 105. Jazz Combo. (0-1)

Offered every semester. . If chosen in the Fall by Bachelor of Music in Performance majors, it must be taken in conjunction with another option.

MUE 106 A. Clarinet Ensemble. (0-1)

Offered every semester, as student enrollment permits.

MUE 106 B. Flute Ensemble. (0-1)

Offered every semester, as student enrollment permits.

MUE 106 C. Saxophone Ensemble. (0-1)

Offered every semester, as student enrollment permits.

MUE 106 D. Woodwind Quintet. (0-1)

Offered every semester, as student enrollment permits.

MUE 107. Brass Ensemble. (0-1)

Offered every semester.

MUE 108. Percussion Ensemble. (0-1)

Offered every semester, as student enrollment permits.

MUE 109. Guitar Ensemble. (0-1)

Offered every semester, as student enrollment permits.

MUE 110. Chamber Music Ensemble. (0-1)

Students are able to create alternative chamber music ensembles with suitable repertoire, with approval and supervision of the appropriate faculty member(s).

Offered every semester, as student enrollment requires. Requires permission of appropriate music faculty member(s).

MUE 111. Newberry College Singers. (0-1)

Newberry College Singers is a large choir open to all students without audition. This group tours in the fall and performs a large work in the spring.

Required for all Vocal majors.

Offered every semester.

MUE 112. Madrigals. (0-1)

Madrigals is a select choir that tours with NC Singers in the fall and performs a separate concert in the spring.

Auditions are held at the beginning of each semester.

Offered every semester.

Members are also required to participate in NC Singers.

MUE 113. Piano Ensemble. (0-1)

Offered every semester, as student enrollment permits.

MUE 114. Newberry Chamber Orchestra. (0-1)

Offered every semester, as student enrollment permits.

Chamber Music Experience

Every music major is required to participate in a chamber music ensemble. At least one semester is required for students in the Bachelor of Arts in Music or Bachelor of Music Education degrees. The Bachelor Music in Performance degree requires that vocal majors participate in at least two semesters of chamber music and that instrumental majors participate in at least four semesters. Performing in any of the following ensembles will meet this requirement: MUE 105*, 106 (any of the woodwind ensembles), 107, 108, 109, 110, or 112, all of which are listed above. Opera Workshop, MUS 241, also counts as chamber music experience. MUE 110, Chamber Music Ensemble, provides the opportunity for students, who for a variety of reasons are not in established ensembles, to create their own chamber music ensemble which will perform suitable repertoire with the advice and supervision of the appropriate music faculty member. Bachelor of Music in Performance instrumental majors must complete a chamber music requirement or Wind Symphony, MUE 103, each fall; in addition to participation in Marching Band.

**See MUE 105 course description.*

Music (MUS—Music History)

MUS 141. History of American Music. (3)

A study of the development of American music beginning with Native American music and then progressing from Colonial music to contemporary American music. The first half of the course will cover classical and folk music, while the second half will examine jazz, rock, and popular music styles. This course will usually be team taught within the music department.

Satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-3.

Offered spring semester.

MUS 341. History of Music I: Early and Religious Music. (3)

For music majors or by permission of instructor.

A study of the development of music from ancient times through the middle Baroque period, emphasizing sacred music.

Satisfies 2007 Core Curriculum requirements in Religion and Ethics, Area F-1b for Music Education majors. Offered fall semester.

MUS 342. History of Music II. (3)

For music majors or by permission of instructor.

A study of the development of music from the late Baroque period through the present.

Satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-3.

Satisfies 2014 Core Curriculum requirements as an Interdisciplinary (IDS) course.

Offered spring semester.

MUS 343. Hymnody and Liturgy. (3)

For music majors or by permission of instructor.

The student will experience an historical and cultural overview of the great wealth of hymns, from the earliest hymnody through current trends. Students will develop an understanding of appropriate performance practice for each style. Students will also become familiar with the history and current practices of the liturgy of the Lutheran church and other denominations.

Satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-3.

Offered at departmental discretion.

Music (MUS—Music Literature)

MUS 100. Repertory Seminar. (0)

Weekly performing and listening experiences, including student, faculty, and guest recitals and concerts. Written critiques of selected performances will be required of all students.

Eight semesters required of all music majors except music education majors who are required to complete seven semesters.

Offered every semester.

MUS 150. Introduction to Music Appreciation. (3)

For non-music majors only.

A guide for students with limited or no musical experience to gain a greater sensitivity, understanding, and appreciation for a variety of musical styles. Cultural and other artistic influences will be discussed and the students' listening skills will improve as they learn what musical elements make each style unique. The main emphasis of learning is early to modern classical music, and as time allows will include basic introductions to folk, jazz, and rock. Lecture and listening to recordings are the primary methods of instruction.

Satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-3.

Satisfies 2014 Core Curriculum as a Global Learning-1 course (GL-1).

Offered fall semester.

MUS 151. Music Literature. (3)

For music majors or by permission of Instructor.

Survey of musical styles and forms of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Contemporary periods. A brief study of early American church, folk, and popular music, as well as an introduction to world music will also be introduced. Analytical listening.

Satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-2.

Offered spring semester.

MUS 241. Opera Workshop. (0-2)

For music majors or by permission of Instructor.

This class provides students with the opportunity to study, develop, and improve their dramatic skills outside of their voice studios and gain valuable stage experience through performance of full-staged operatic scenes. As a result of their stage experience, students will have a greater understanding of what it means to be a part of an operatic production and the development of performance practice as it relates to other historical, theoretical, and compositional music studies. *Satisfies the chamber music requirements for vocal majors.*

Offered spring semester.

MUS 261. World Music. (3)

A study of the music of a wide variety of cultures around the world, including the relationships between music and society. This is primarily a lecture and listening course.

Satisfies Core Curriculum requirements in Fine Arts, Area C-3. Offered fall semester.

MUS 262. Music and the Romantics. (3)

A study of Nineteenth Century Romanticism in music emphasizing the influence of literature and nationalism.

Satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-3.

Offered at departmental discretion.

MUS 350. Vocal Literature. (2)

A survey of materials utilized in teaching and performance from all periods.

Offered at departmental discretion.

MUS 351. Woodwind Literature. (2)

A survey of materials utilized in teaching and performance from all periods.

Offered at departmental discretion.

MUS 352. Brass Instrument Literature. (2)

A survey of materials utilized in teaching and performance from all periods.

Offered at departmental discretion.

MUS 353. Keyboard Literature. (2)

A survey of materials utilized in teaching and performance from all periods.

Offered at departmental discretion.

MUS 354. Percussion Literature. (2)

A survey of materials utilized in teaching and performance from all periods.

Offered at departmental discretion.

MUS 355. Guitar/Bass Literature. (2)

A survey of materials utilized in teaching and performance from all periods.

Offered at departmental discretion.

MUS 359. Stylistic Analysis. (2)

A study of Western musical style and form from Gregorian Chant to the present, stressing aural analysis.

Offered at departmental discretion.

MUS 483. Practice of Church Music. (3)

For Music Majors or Church Music Minors or by permission of the instructor.

A survey of the practical and theological aspects of church music. Includes techniques for planning, preparing and leading music in a wide variety of worship, starting with the Lutheran church and then expanding into many denominations and styles. Students will gain practical experience with hand bells, Orff instruments, and keyboard instruments, as well as choral/instrumental groups and sacred literature.

Offered at departmental discretion.

Music (MUS—Music Theory)

MUS 171. Ear Training I. (2)

Sight singing and melodic and harmonic dictation on the elementary level.

Offered fall semester.

MUS 172. Ear Training II. (2)

Prerequisites: MUS 171 & MUS 173; Concurrent enrollment in MUS 174.

Sight singing and melodic and harmonic dictation on the intermediate level. *Offered spring semester.*

MUS 173. Theory of Music I. (2)

An introduction to the basic elements of the musical language, with extensive drilling of keys, scales, triads, seventh chords, Roman numerals, inversions, and voice leading. *Offered fall semester.*

MUS 174. Theory of Music II. (2)

Prerequisites: MUS 171 & MUS 173

A study of diatonic harmony, with attention to tonal chord progressions, appropriate use of inverted chords, figured bass, voice leading, dominant seventh chord resolutions, and harmonization. *Offered spring semester.*

MUS 265. Beginning/Intermediate Foreign Language Diction for Singers. (2)

An introductory study of proper diction in English, German, French, and Italian for singing. The use of the International Phonetic Alphabet and transliteration skills will be the central focus of the course of study.

Required for all vocal majors. Highly recommended for Choral Music Education and Church Music Majors.

Offered every other even numbered year, fall semester.

MUS 365. Advanced Foreign Language Diction for Singers. (2) Pre-requisite, MUS 265.

A continual and advanced study of proper diction in English, German, French and Italian for singing. The use of the International Phonetic Alphabet and transliteration skills will be the central focus of the course of study.

Required for all vocal majors.

Offered, as needed, at departmental discretion, fall semester.

MUS 271. Ear Training III. (1)

Prerequisites: MUS 172 & MUS 174; Concurrent enrollment in MUS 273.

Advanced sight-singing and melodic and harmonic dictation corresponding to the vocabulary of the harmonic materials in MUS 273.

Offered fall semester.

MUS 273. Theory of Music III. (3)

Prerequisites: MUS 172 & MUS 174

Modulation and chromatic harmonies, including secondary dominant and leading tone chords, mode mixture, Neapolitan chords, augmented sixth chords, and extended dominants. Special attention is given to music of the Romantic Era. Major forms are discussed and analyzed, including binary, ternary, rounded binary, rondo and sonata. Analysis and composition are included as major assignments.

Offered fall semester.

MUS 274. Theory of Music IV. (3 or 4)

Prerequisite: MUS 273.

A study of materials used in post-tonal compositions, including scales, vertical sonorities, rhythms, voice leading, and pitch centricity. Examination of a variety of compositional styles, including free atonality and serial techniques. Continued study, analysis, and composition of the major forms of classical music are included as major assignments.

Bachelor of Arts in Music-General Music emphasis majors and Bachelor of Arts in Music-Church Music emphasis majors, 3 hours; Bachelor of Arts in Music -Theory emphasis majors and Bachelor of Music in Performance majors, 4 hours.

Satisfies 2014 Core Curriculum requirement of Quantitative Literacy (QL).

Offered spring semester.

MUS 366. Counterpoint. (2)

Prerequisite: MUS 273.

Analysis of 18th century counterpoint and instruction in composing in this style.

Offered at departmental discretion.

MUS 367. Composition and Analysis. (2)

Prerequisite: MUS 274.

Analysis and composition of 17th-20th century music, incorporating major forms and formal analysis of Western Classical music.

Offered at departmental discretion.

MUS 463. Orchestration. (2)

Prerequisite: MUS 174.

A study of the characteristics of the individual instruments of the orchestra and band; orchestra and band arranging.

Offered at departmental discretion.

Music (MUS—Music Education)

MUS 102. Introduction to Music Education. (1)

Required for all Music Education majors and taken the spring semester of the freshman year.

Students beginning their journey as music teachers will explore the many facets involved in public school music education and begin the development of a philosophical stance for teaching children. Issues in education, an historical background of music education, symposiums and people, realizations and introspection of why music is required in the public schools, and why one wants to be a music teacher will be probed. This class will also continue the study in world music. Beginning lessons and lesson plans will be initiated, and requirements for sophomore barrier, graduation and state licensure will be presented. *10 field experience hours are required.*

MUS 280. Music and Technology. (2)

A study of instructional design principles, multi-media tools, and their use in the PK-12 music education classroom. Students will use electronic keyboards, midi-equipped personal computers, and appropriate software to integrate and assess teaching and learning with technology in the PK-12 music education curriculum.

Other music majors and non-music majors may enroll with permission of the instructor.

Offered spring semester.

MUS 281. Music Teaching in Practice. (2)

Required for all music education majors and taken the fall semester of the sophomore year. Discussions of philosophical stance, educational issues, and understanding of the public school music classroom will be continued from MUS 102. On-going exposure and practice in planning, teaching, and assessing musical concepts and literacy, particularly through hands-on and discovery methods, will be prevalent. Management issues and outside influences will also be addressed for each of the music areas. This course will provide an introduction, continuation, and application of different music genres, with continued study in world music.

15 field experience hours are required.

MUS 282. Secondary Music Methods and Materials. (1)

Required for all music education majors and taken the spring semester of the sophomore year. Continuing and expanding previously practiced teaching strategies, this class will concentrate on gaining knowledge and experience in educating the secondary student in general music, music appreciation and (to a lesser degree) performance group classes. Curriculum and utilization of classroom technology for instruction will be examined. Management and other issues affecting the success of these music classes will also be addressed.

12 field experience hours are required.

MUS 290. Basic Conducting. (2)

Required for all general music, music theory and music education majors.

This course is a fundamentals course for both choral and instrumental music majors. It will address the basic patterns and gestures of conducting, score study, and learning the basic techniques for general ensemble rehearsals.
Offered fall semester.

MUS 371. Vocal Pedagogy. (2)

Prerequisite: Sophomore class standing.

A study of the voice as a musical instrument and vocal teaching methods.
Offered spring semester. 8 field experience hours are required.

MUS 372. Woodwind Pedagogy. (2)

A study of woodwind teaching methods
Offered at departmental discretion.

MUS 373. Keyboard Pedagogy. (2)

A study of piano or organ teaching methods.
Offered at departmental discretion.

MUS 374. Brass Pedagogy. (2)

A study of brass teaching methods.
Offered at departmental discretion.

MUS 375. Percussion Pedagogy. (2)

A study of percussion teaching methods.
Offered at departmental discretion.

MUS 376. Guitar/Bass Pedagogy. (2)

A study of guitar or bass teaching methods.
Offered at departmental discretion.

MUS 381. Elementary School Music Methods and Materials. (3)

Prerequisite: Admission into the Teacher Education program.

This class concentrates on the total development of the younger child through teaching music. A more substantial understanding of music technique and methods, such as Kodaly, Orff, Dalcroze, and Gordon will be acquired. A great amount of time will be devoted to teaching practices using a variety of methods and strategies. The importance of promoting aesthetic experiences and a re-enforcement of philosophy and technique will be paramount. A continuation and expansion of planning, assessment, and management skills will be exercised and studies of curriculum and various approaches will be addressed.

Required for teacher certification for choral and instrumental music education majors, and taken the fall semester of the senior year. 18 field experience hours are required.

MUS 390. ADVANCED CONDUCTING. (2)

Prerequisite: Basic Conducting (MUS 290)

Required for all church music and music education majors.

This course is designed to teach both choral and instrumental music majors more advanced techniques of conducting to include learning choral and instrumental ensemble rehearsals techniques, score study, and interpretation of music from various style periods. Will be team taught by both a member of the choral faculty and instrumental faculty.
Offered spring semester.

MUS 471. Instrumental Methods and Materials. (3)

Prerequisite: Admission into the Teacher Education program.

Prerequisite: Junior class standing

Materials and methods of teaching public school instrumental music at all levels. *Required for teacher certification for instrumental music education majors. Offered at departmental discretion; normally fall of the junior year. 18 field experience hours are required.*

MUS 472. Choral Methods and Materials. (3)

Prerequisites: Junior class standing, passing piano proficiency, and admission into the Teacher Education program.
Materials and methods of teaching public school choral music at all levels. *Required for teacher certification for choral music education majors. Offered at departmental discretion; normally fall of the junior year.*
18 field experience hours are required.

Music (MUS—Jazz Studies)

MUS 311. History of Jazz. (3)

Prerequisite: MUS 151

A study of the history of jazz from ragtime to the present and the influence of jazz musicians on current trends in jazz.

Offered fall semester, alternate years.

MUS 312. Jazz Theory and Arranging. (3)

Prerequisite: MUS 173 and MUS 174

A study of music theory as it is used in jazz and how it relates to musical composition. There is an emphasis on arranging music for performance in jazz settings.

Offered spring semester, alternate years.

MUS 331. Improvisation I. (2)

A study of the art and techniques of jazz improvisation at the beginning to intermediate level. The class will include practical application of these techniques in a lab band setting.

Offered fall semester, alternate years.

MUS 332. Improvisation II. (2)

Prerequisite: MUS 331

A study of the art and techniques of jazz improvisation at the intermediate to advanced level. The class will include practical application of these techniques in a lab band setting. Also included will be study of improvisational styles of specific jazz performers.

Offered spring semester, alternate years.

Music (MUS—Other Music)

MUS 322. Marching Band Techniques. (1)

Elective for music majors and non-music majors.

A \$50 fee is charged for this course.

Offered spring semester.

MUS 491, 492. Independent Study. (1-3, 1-3)

Independent study in a selected field of music. The topic to be chosen will be in consultation with the Department of Music staff member under whose guidance the study will be conducted.

Subject to rules and regulations on page 64.

MUS 495. Internship. (1-12)

Internships or practical experience in an approved program of study.

Limited to majors in the department.

Subject to regulations and restrictions on page 62.

MUS 499. Senior Essay. (1-3)

A project requiring scholarly research.

Subject to rules and regulations on page 62.

Nursing (NUR)

Department of Nursing

Dr. Betsy M. McDowell, Department Chair

Nursing Faculty:

Professor: Betsy M. McDowell, Ph.D.

Assistant Professors: Lillian M. Bouknight, M.S.N.; Laurie Harden, M.N.; Dwaine Thomas, M.S.N.

Adjunct Faculty: Kristen Buchwald, M.S.N., Susie Pippin, M.N.; Mary Wessinger, M.N.

The Department of Nursing offers two pathways for earning a B.S. degree with a major in Nursing – a Prelicensure Track for students who want to become nurses, plus an RN-to-BSN Completion Track, for registered nurses (RNs) who possess an Associate’s Degree or a Diploma in Nursing who want to take additional courses to earn their bachelor’s degree in Nursing. The Nursing program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120 (202) 887-6791.

Program Outcomes:

Graduates of the baccalaureate degree nursing program at Newberry College are prepared to:

1. Provide culturally-competent care for patients, families, groups, and populations across the health-illness continuum and across the lifespan.
2. Utilize the Neuman Systems Model to provide holistic nursing care in a variety of settings within a complex and dynamic healthcare system.
3. Design, coordinate, and manage nursing care that integrates a liberal education with nursing theory and research, clinical expertise, and patient values to assist patients in reaching their optimum level of wellness.
4. Incorporate professional standards, critical thinking, patient advocacy, compassion, and leadership into their nursing practice.
5. Engage in on-going professional development, life-long learning, and service in society.

Prelicensure Track

The prelicensure baccalaureate degree track in Nursing at Newberry College provides students with a broad two year foundation for nursing followed by two years of upper division nursing courses resulting in a Bachelor of Science degree with a major in nursing. The program is a partnership with Lexington Medical Center, so students have a variety of learning experiences with expert nurses both in the classroom and in the clinical setting. The Nursing program is approved by the State Board of Nursing for South Carolina, so graduates are eligible to take the licensing examination to become registered nurses.

Any Newberry College student may declare Prenursing as their initial program of study either upon admission to the College or after admission to the College. This declaration will mark their admission to the Prenursing (Lower Division) curriculum. Upon declaring their intent to the College, students must schedule an appointment with a nursing faculty advisor.

Lower Division Prenursing Course Requirements – Prelicensure track

In addition to completing courses included in the Newberry College Core, Prenursing students must complete each of the following eleven required courses with a minimum grade of “C” prior to entry into the upper division Nursing major:

BIO 130	Human Biology or BIO 121 Biological Science
BIO 212	Microbiology
BIO 215	Human Anatomy and Physiology I
BIO 216	Human Anatomy and Physiology II
CHE 101	Concepts in Chemistry I
CHE 102	Concepts in Chemistry II
ENG 111	Freshman Composition and Introduction to Library Research
ENG 112	Introduction to Literature and the Research Paper
MAT 111	College Algebra or MAT 150 Pre-Calculus Mathematics or MAT 211 Calculus I
MAT 200	Applied Statistics
SPE 110	Public Speaking

(*PHE 220 Nutrition for Healthy Living – required for students entering NUR courses in fall 2016)

Application to the Upper Division Nursing Major – Prelicensure track

Admission to Newberry College and successful completion of prerequisite course work does not guarantee admission to the upper division Nursing major. Admission to the Nursing major as a junior student is a separate process that occurs in the spring of the sophomore year and is based on the student’s ability to compete academically with other applicants. The number of students admitted to the Nursing major in any given year is limited to those who can be accommodated, given available resources and within the regulations set forth by the State Board of Nursing for South Carolina.

Prenursing students at Newberry College desiring admission to the upper division Nursing major must:

1. Have completed or be enrolled in a minimum of 67 credit hours of coursework applicable to the degree.
2. Have a minimum C grade in each of the 11 required Prenursing courses. NOTE: Effective with the class entering the Nursing major in fall 2016, PHE 220: Nutrition for Healthy Living will be added as a required Prenursing course.
3. Have a minimum overall Newberry GPA of 2.75 at the time of application to the Nursing program and at the point that the student begins the Nursing program. NOTE: Effective with the class entering the Nursing major in fall, 2015, a minimum Prenursing* GPA of 2.75 will be required instead of a minimum overall Newberry GPA. (*The Prenursing GPA is calculated using only the grades earned on the 11 required Prenursing courses, regardless of where the courses were taken.)
4. Have a score of “Proficient” or higher on the TEAS-V exam
5. In the event there are fewer qualified current Newberry College students than space availability, direct transfer students from other institutions will be considered for admission to the remaining seats in the Nursing major. Potential direct transfer students must contact the Department of Nursing by May 1 to be considered for the remaining seats. No direct transfer student will be admitted to the Nursing major until after all qualified Newberry College students are admitted.

All students admitted to the Nursing major must complete all “Professional Screening” requirements by the July 31 deadline, regardless of date of admission to the Nursing major.

Requirements for Progression in the Nursing major – Prelicensure track

Once admitted to the Nursing major, students must:

1. Maintain a Newberry College cumulative GPA of 2.0 (not rounded) assessed each semester including summers.
2. Complete all required Nursing (NUR) courses in sequence with a grade of “C” or above.
3. Repeat no more than one (1) required Nursing (NUR) course in which a grade below “C” was earned for a maximum of one (1) time only. (NUR 420 is exempt from the repeat policy.)
4. Complete and return all required “Professional Screening” documentation covering the complete academic year, i.e. August 1 to April 30, by July 31 each year.
5. Successfully complete the appropriate Medication Calculation Test before the end of the Drop/Add period each semester (or by the last day of classes for the initial NUR semester.)
6. Complete required remediation based on standardized achievement tests included with selected Nursing (NUR) courses.
7. Maintain enrollment at Newberry College during both semesters of the academic year.

Any student who exceeds the repeat policy (#3 above) will be reclassified as an “Undecided” major in the College until he/she selects a new major.

Any student who fails to meet the progression requirements listed above other than the repeat policy (#3) will be listed internally as “Out-of-Sequence” and can join an upcoming Nursing class on a space available basis once eligibility for progression is re-earned. Students already progressing in a particular class have priority for space in that class and must be registered before an out-of-sequence student is allowed a seat in the upcoming Nursing class. In the event there is insufficient space available in an upcoming class, the student who is out-of-sequence is obliged to make alternate academic decisions.

Requirements for Graduation – Prelicensure track

1. Complete all current Core, CACP, FAL, VBL, and GPA requirements as stated in the *Newberry College Catalog*.
2. Complete all required Prenursing and Nursing (NUR) courses with a minimum grade of “C” in each course.
3. Complete all required Nursing (NUR) courses within three (3) years prior to graduation.
4. Repeat no more than one (1) required Nursing (NUR) course in which a grade below “C” was earned for a maximum of one (1) time only. (NUR 420 is exempt from the repeat policy.)
5. Complete a comprehensive standardized nursing content examination at a level predictive of NCLEX-RN success as part of NUR 420.

Fees – Prelicensure track

The BS degree in Nursing at Newberry College (pre-licensure track) consists of 16 required NUR courses (4 courses each semester for 4 semesters), many of which include laboratory and/or clinical experiences, standardized testing and remediation through the Comprehensive Assessment and Review Program (CARP) of Assessment Technologies, Inc., i.e. the ATI tests, the ATI Capstone & Live NCLEX-RN Review programs, and required exit exams used in NCLEX-RN preparation and in program evaluation. Nursing students will be charged the following course fees to cover the costs of these experiences, tests, and resources.

- \$95/course for non-laboratory/non-clinical courses - NUR 301, NUR 303, NUR 320, NUR 322, NUR 401, NUR 420
- \$125/course for laboratory/clinical courses - NUR 311, NUR 313, NUR 330, NUR 332, NUR 411, NUR 413, NUR 415, NUR 430, NUR 432, NUR 434

RN-to-BSN Completion Track

The RN-to-BSN Completion track is designed for registered nurses who already have a diploma in nursing or an associate degree in nursing from an ACEN-accredited nursing program and wish to complete additional study to earn a BS degree in Nursing. The RN-to-BSN Completion track is delivered using a hybrid format employing a mixture of face-to-face and online classes. Because they already are licensed nurses, these students are granted a combination of academic credit for life experiences and transfer credit for selected NUR courses once they complete the bridging course (NUR 350) with at least a grade of “B”. Clinical experiences are arranged collaboratively with the student, course faculty, and preceptors in the student’s local community.

The RN-to-BSN Completion track bundle consists of 32 semester hours of credit of required NUR and Core/elective courses that satisfies the residence requirements at Newberry College, i.e. senior year. The RN-to-BSN Completion track course sequence begins in the spring semester each year and is designed to be completed in three semesters with graduation in December of that same year (full-time) or in six semesters with graduation in December of the second year (part-time). RN-to-BSN Completion students must meet the Newberry College Core requirements as other transfer students. Transfer credit for previous college-level coursework is evaluated by the Registrar's Office on an individual basis.

Admission Requirements - RN-to-BSN Completion track

- Active RN license in South Carolina
- Graduate of an ACEN-accredited Associate Degree or Diploma in Nursing program with at least a 2.75 overall GPA (on a four-point scale)
- At least 69 credits that apply toward graduation including a "C" or higher in each of the following 7 prerequisite courses:
 - ENG-1 & ENG-2: Freshman Composition & Intro to Library Research, & Intro to Literature & the Research Paper, 2 semesters (6 credits total)
 - BIO-1 & BIO-2: Human Anatomy & Physiology 1 & 2, 2 semesters or 1 semester of Human Anatomy & 1 semester of Human Physiology (8 credits total)
 - BIO-3: Microbiology (4 credits)
 - MAT: Statistics (3 credits)
 - SPE: Public Speaking (3 credits)
- ENG-1, BIO-1, BIO-2, & BIO-3, & SPE must be completed before beginning NUR 350: Bridging to Generalist Nursing Practice for RNs
- ENG-2 & MAT must be completed before taking NUR 370: Nursing Research & EBP for RNs

Curriculum Plans - RN-to-BSN Completion track

Full Time Curriculum Plan (32 credit hours):

Spring

- NUR 350: Bridging to Generalist Nursing Practice for RNs ** (3 credits)
- NUR 356: Pathophysiological Bases of Nursing Practice for RNs (3 credits)
- NUR 360: Health Assessment across the Lifespan for RNs (4 credits) (lab course)

Summer

- NUR 370: Nursing Research & EBP for RNs (3 credits)
- NUR 450: Nursing Leadership & Change for RNs (5 credits) (clinical course)
- Core/elective (3 credits)

Fall

- NUR 471: Community Health Nursing for RNs (5 credits) (clinical course)
- NUR 475: Professional Development for RNs (3 credits)
- Core/elective (3 credits)

Part Time Curriculum Plan (32 credit hours):

Spring - 1

- NUR 350: Bridging to Generalist Nursing Practice for RNs ** (3 credits)
- NUR 360: Health Assessment across the Lifespan for RNs (4 credits) (lab course)

Summer - 1

- NUR 370: Nursing Research & EBP for RNs (3 credits)
- Core/elective (3 credits)

Fall - 1

- NUR 471: Community Health Nursing for RNs (5 credits) (clinical course)

Spring - 2

- NUR 356: Pathophysiological Bases of Nursing Practice for RNs (3 credits)
- Core/elective (3 credits)

Summer - 2

- NUR 450: Nursing Leadership & Change for RNs (5 credits) (clinical course)

Fall - 2

- NUR 475: Professional Development for RNs (3 credits)

Requirements for Graduation - RN-to-BSN Completion track

1. Complete all required Prerequisite (BIO, ENG, MAT, and SPE) and Nursing (NUR) courses with a minimum grade of “C” in each course.
2. Complete and return all required “Professional Screening” documentation covering the complete calendar year by December 1 of the previous year, i.e. by 12/1/14 to take NUR courses in 2015.
3. Maintain an active RN license in South Carolina every semester.
4. Repeat no more than one (1) required Nursing (NUR) course in which a grade below “C” was earned for a maximum of one (1) time only.
5. Complete all current Core, CACP, FAL, VBL, Residence, and GPA requirements as stated in the *Newberry College Catalog*.

Technology Requirements for the Department of Nursing

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, students taking Nursing (NUR) courses will be required to provide themselves with a laptop computer (not a MAC) with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel—as well as the other downloads listed on the Technology Tab. This functionality is provided free of charge in Windows 365, which all students can access through the Technology Tab in Wolf Den. Other nursing laptop requirements include: (1) Firefox 14 browser or higher, or Internet Explorer 8 or 9, as recommended by the ATI testing program (must allow status bar updates via script), (2) Adobe Acrobat Reader X or higher, (3) Adobe Flash Player 11 or higher, (4) Silverlight 4 or higher, (5) a power cord to accommodate 3-4 hour testing sessions.

Course Descriptions

(Note: Contact hours for classroom, campus laboratory, and clinical laboratory components are listed in parentheses following the course title, so for a 4-credit course, 2-3-3 equals 2 hrs/week of classroom, 3 hrs/week of campus laboratory, and 3 hrs/week of clinical laboratory experience.)

NUR 301: History & Trends in Professional Nursing. (2 credits; 2-0-0)

Prerequisite: Admission to the Nursing Major.

An introduction to professional nursing, including an overview of the historical and sociocultural bases of nursing, wellness, and healthcare in modern society. The concepts of the Neuman Systems Model and the roles of the nursing generalist are emphasized. (*CACP Level 3*)

Offered fall semester.

NUR 303: Pathophysiological Bases of Nursing Practice. (3 credits; 3-0-0)

Prerequisite: Admission to the Nursing Major.

A study of the pathophysiology of selected disease processes, building on the student’s knowledge of human anatomy and physiology, microbiology, and chemistry. Addresses pathophysiological changes at the cellular, organ, system, and multi-system levels. Incorporates nursing interventions specific to the disease processes studied. Includes clinical findings and implications for health across the health-illness continuum and the lifespan.

Offered fall semester.

NUR 311: Health Assessment for Nursing Practice. (3 credits; 2-3-0)

Prerequisite: Admission to the Nursing Major.

Nursing theory and practice in holistic assessment of individuals across the lifespan, building on the student’s knowledge of biology, human anatomy and physiology, behavioral science, religion, and communications. Emphasizes assessment of “normal” findings in healthy individuals as a basis for future assessment of “abnormal” findings. Two classroom and three campus laboratory hours per week.

Offered fall semester.

NUR 313: Fundamentals of Generalist Nursing Practice. (5 credits; 3-0-6)

Prerequisite: Admission to the Nursing Major.

Nursing theory and practice in basic nursing care, communication, and interventions with individuals across the lifespan. Emphasizes basic nursing skills to meet comfort and treatment needs, physiological monitoring, medication administration, and perioperative care, including implementation, adherence to national patient safety goals, and documentation of care. Three classroom, six campus/clinical laboratory hours per week.

Offered fall semester.

NUR 320: Nursing Research and Evidence-Based Practice. (3 credits; 3-0-0)

Prerequisites: "C" or higher in NUR 301, NUR 303, NUR 311, and NUR 313.

An introduction to nursing research and evidence-based nursing practice, building on the student's knowledge of the scientific process, mathematical and statistical concepts, and nursing care. Emphasizes the generalist nursing roles of identifier of practice problems for study, data collector, and knowledgeable consumer of nursing research. (CACP Level 3)

Offered spring semester.

NUR 322: Pharmacological & Nutritional Bases of Nursing Practice. (3 credits; 3-0-0)

Prerequisites: "C" or higher in NUR 301, NUR 303, NUR 311, and NUR 313.

A study of pharmacological interventions and nutritional considerations in nursing practice, building on the student's knowledge of human anatomy and physiology, microbiology, chemistry, and pathophysiology. Emphasizes pharmacodynamics, developmental and cultural considerations, and major categories of medications and normal nutrition. Includes clinical findings and implications for health promotion and risk reduction across the lifespan.

Offered spring semester.

NUR 330: Adult Health Nursing Practice I. (5 credits; 3-0-6)

Prerequisites: "C" or higher in NUR 301, NUR 303, NUR 311, and NUR 313.

Nursing theory and practice in holistic care of individuals requiring secondary and tertiary nursing interventions. Focuses on young, middle, and older adults who are experiencing or are recovering from selected medical and/or surgical stressors. Three classroom and six clinical laboratory hours per week.

Offered spring semester.

NUR 332: Mental Health Nursing Practice. (4 credits; 3-0-3)

Prerequisites: "C" or higher in NUR 301, NUR 303, NUR 311, and NUR 313.

Nursing theory and practice in holistic care of individuals requiring primary, secondary, or tertiary nursing interventions related to psychological and sociocultural stressors. Focuses on adolescents and adults who are confronting selected mental health stressors. Three classroom and three clinical laboratory hours per week. *Offered spring semester.*

NUR 350 – Bridging to Generalist Nursing Practice for RNs (3 credit hours; 3-0-0)

Prerequisites: RN license, admission to the RN-to-BSN Completion track, and "C" in ENG-1 course, all 3 required BIO courses, and SPE course. Co-requisite: NUR 360.

Provides a bridge to the RN-to-BSN Completion track for registered nurses. Focuses on integrating the Neuman Systems Model and the nursing process in providing care for individuals, families, groups, and communities/populations across the health-illness continuum. Includes validation of RN knowledge and skills from initial nursing education. [CACP Level 3]

Offered every spring semester; must be taken in semester #1.

NUR 356: Pathophysiological Bases of Nursing Practice for RNs (3 credits; 3-0-0)

Prerequisites: RN license, admission to the RN-to-BSN Completion track, and "C" in all 3 required BIO courses.

A study of the pathophysiology of selected disease processes that builds on the nurse's knowledge of life sciences and clinical manifestations and care. Addresses pathophysiological changes at the cellular, organ, system, and multi-system levels. Emphasizes the physiological rationale for nursing interventions specific to the disease processes studied. Includes implications for health across the health-illness continuum and the lifespan. [CACP Level 2 paper possible]

Offered every spring semester; may be delayed until semester #4 if student pursuing part-time option.

NUR 360: Health Assessment across the Lifespan for RNs (4 credits; 3-3-0)

Prerequisites: RN license, admission to the RN-to-BSN Completion track, and “C” in ENG-1 course, all 3 required BIO courses, and SPE course. *Co-requisite:* NUR 360.

Nursing theory and practice in holistic assessment of individuals and families across the lifespan, that builds on the nurse’s knowledge of life and behavioral sciences, basic assessment, clinical manifestations and care, and communications. Emphasizes assessment of normal and abnormal findings in individuals of varying ages as a basis for nursing care. Laboratory experiences will be arranged with MSN-prepared preceptors in the nurse’s local community. *Offered every spring semester; must be taken in semester #1.*

NUR 370: Nursing Research & EBP for RNs (3 credits; 3-0-0)

Prerequisites: “C” in NUR 350, NUR 360, ENG-2, and MAT (statistics)

A study of nursing research and evidence-based nursing practice that builds on the nurse’s prior knowledge of the professional literature, research basics, statistical concepts, and clinical care. Emphasizes the baccalaureate-prepared nursing roles as identifier of practice problems for study, data collector, and knowledgeable consumer of nursing research. [CACP Level 3]

Offered every summer semester; must be taken in semester #2.

NUR 401: Selected Topics in Nursing Practice. (2 credits; 2-0-0)

Prerequisites: “C” or higher in NUR 320, NUR 322, NUR 330, and NUR 332.

An opportunity for in-depth study of a special area of interest in nursing practice or health promotion/risk reduction. Students will select from specific elective offerings within the Department of Nursing. Clinical laboratory experiences related to these topics may be included in NUR 434. (CACP Level 3)

Offered fall semester.

[Examples of possible offerings include “Forensic Nursing”, “Health Literacy”, “Nursing Informatics”, “Parish Nursing”, “Disaster Nursing”, “Alternative and Complementary Health”, “Palliative and End-of-Life Care”, “Telehealth”, “Transcultural Nursing”, and “Perioperative Nursing”.]

NUR 411: Adult Health Nursing Practice II. (5 credits; 3-0-6)

Prerequisites: “C” or higher in NUR 320, NUR 322, NUR 330, and NUR 332.

A continuation of nursing theory and practice in holistic care of individuals requiring secondary and tertiary nursing interventions. Focuses on young, middle, and older adults who are experiencing or are recovering from selected medical and surgical stressors. Three classroom and six clinical laboratory hours per week.

Offered fall semester.

NUR 413: Nursing the Childbearing Family. (4 credits; 3-0-3)

Prerequisites: “C” or higher in NUR 320, NUR 322, NUR 330, and NUR 332.

Nursing theory and practice in holistic care of childbearing families requiring primary, secondary, and tertiary nursing interventions. Focuses on mothers, newborns, and expanding families across the reproductive lifespan. Three classroom and three clinical laboratory hours per week.

Offered fall semester.

NUR 415: Nursing of Children & Families. (4 credits; 3-0-3)

Prerequisites: “C” or higher in NUR 320, NUR 322, NUR 330, and NUR 332.

Nursing theory and practice in holistic care of children and families requiring primary, secondary, or tertiary nursing interventions. Focuses on infants, children, adolescents, and their families experiencing physiological and/or developmental stressors. Three classroom and three clinical laboratory hours per week.

Offered fall semester.

NUR 420: Professional Development as a Nursing Generalist. (2 credits; 4-0-0)

Prerequisites: “C” or higher in NUR 401, NUR 411, NUR 413, and NUR 415.

A seminar course examining career pathways for the nursing generalist plus lifelong learning and service in society. Includes preparation for licensing and entry-level employment as a professional nurse. Graded on a pass/fail basis. Four hours classroom/seminar per week.

Offered spring semester.

NUR 430: Critical Care Nursing Practice . (3 credits; 2-0-3)

Prerequisites: "C" or higher in NUR 401, NUR 411, NUR 413, and NUR 415.

Nursing theory and practice in holistic care of critically ill patients and their families requiring secondary and/or tertiary nursing interventions. Focuses on life-threatening stressors encountered by individuals and their families. Two classroom and three clinical laboratory hours per week.

Offered spring semester.

NUR 432: Nursing Practice with Diverse Populations & Settings. (4 credits; 3-0-3)

Prerequisites: "C" or higher in NUR 401, NUR 411, NUR 413, and NUR 415.

Nursing theory and practice in holistic care of groups and populations requiring primary, secondary, or tertiary nursing interventions. Focuses on care delivery in diverse settings in the community, including homes, clinics, schools, and/or industry. Three classroom and three clinical laboratory hours per week. *Offered spring semester.*

NUR 434: Leadership, Management, & Change in Nursing Practice. (4 credits; 2-0-6)

Prerequisites: "C" or higher in NUR 401, NUR 411, NUR 413, and NUR 415.

Nursing theory and practice in leading and managing groups as a professional nurse. Focuses on effecting necessary change in a dynamic healthcare environment. May include opportunity for clinical laboratory experiences in the area of special interest addressed in NUR 401. Three classroom and six clinical laboratory hours per week.

Offered spring semester.

NUR 450: Nursing Leadership & Change for RNs (5 credits; 3-0-6)

Prerequisites: "C" in NUR 350, NUR 360

Nursing theory and practice in leading groups and facilitating change as a professional nurse. Builds on the nurse's previous knowledge and experience in managing and/or directing patient care for individuals and families. Focuses on effecting necessary change in a dynamic healthcare environment. Clinical experiences will be arranged with nurse-preceptors in the nurse's local community.

Offered every summer semester; may be delayed until semester #5 if student pursuing part-time option.

NUR 471: Community Health Nursing for RNs (5 credits; 3-0-6)

Prerequisites: "C" in NUR 360, NUR 370

Nursing theory and practice in holistic care of groups and populations requiring primary, secondary, or tertiary nursing interventions. Builds on the nurse's previous knowledge and experience in providing patient care for individuals and families. Focuses on care delivery in diverse settings in the community, including homes, clinics, schools, and/or industry. Clinical experiences will be arranged with nurse-preceptors in the nurse's local community.

Offered every fall semester; must be taken in semester #3.

NUR 475: Professional Development for RNs (3 credits; 3-0-0)

Prerequisites: "C" in NUR 370 & NUR 450

A seminar course examining nursing's present dynamics and future directions for the nursing generalist including lifelong learning and service in society. Provides an opportunity for the nurse to synthesize previous learning and nursing experience with baccalaureate education and critical thinking skills to identify his/her nursing generalist role following graduation. [CACP Level 3]

Offered every fall semester; must be taken in the last semester.

Organizational Management (OMP)

Department of Business Administration
Dr. Joseph W. Franklin, Department Chair;
Charlene Wessinger, M.S., Director of **fastFORWARD**

fastFORWARD Faculty:

Kevin Byrd, M.S.W.; Christian Hipp, Ph.D.; Kelley Kelly, M.S.M.; David Jones, Ph.D.; Jaejoo Lim, Ph.D.; Laura Ringer, M.Ed.; Ms. Marita Romine; M.B.A.; Paul Smith, M.B.A.;

*See page 60 for **fastFORWARD** Program requirements.

Technical Requirements for the OMP *fastFORWARD* Program

These requirements ensure that you have the proper computer and internet access for your success in navigating the Learning Management System for the online/blended portion of your classes. For your courses in the *fastFORWARD* Program, you must have a desktop computer or laptop with internet access (DSL or faster), with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These computers must have the basic software functionality of Microsoft Word, PowerPoint, and Excel in Windows 365, available free of charge through the Technology Tab in Wolf Den.

Course Descriptions

OMP 311. The Adult Journey. (3)

This course introduces both classic and contemporary adult learning theories with self-assessment exercises. Students will map out their goals as well as review strategies for time management, and individual learning styles. Students will learn the foundations for cohort development and lifelong APA style writing skills to be utilized throughout the degree completion program. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 312. Group and Team Dynamics. (3)

This course explores the nature of groups and teams in the workplace and reviews theories and seeks to provide the student a guide for practical application of those theories in the participation, leadership and management of groups and teams in the professional environment. Student will learn how group and team dynamics play a role in organizational effectiveness; emphasis is placed on decision making, group conflict resolution, and developing strategies for promoting productive team management. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 313. Organizational Behavior. (3)

This course is intended to help students better understand the many dimensions of organizational behavior. Students will discover how and why we study the behavior of organizations, to include ethical considerations and analyze real-world and relevant examples. Students will understand how to better manage these dimensions in the "business world" in which they function. Students examine individual behavior in organizations, groups and social processes, and organizational processes. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 314. Business Communications. (3)

This course addresses the multiple means through which effective communications take place in the business environment. The module explores different aspects of communications including verbal and non-verbal, conflict and conflict resolution, and presents multiple theories addressing modern issues in communication in the workplace while equipping students to identify and address issues impacting communications. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 315. Management Principles. (3)

This course examines the foundations and traditional approaches of management principles: planning, organizing, leading, and controlling. The course incorporates the elements of delivering strategic value, building a dynamic organization, mobilizing people, and learning and changing. Leadership and collaboration is integrated with direct applications to the individual and group functioning in today's business environment. *Microsoft Word is required for this course. *Offered only to students in fastFORWARD Program.*

Offered at departmental discretion.

OMP 321. Accounting for Managers. (3)

This course develops accounting-related skills for managers in business operation, to facilitate planning and control, to solve specific business challenges and to analyze opportunities. Tools used in this course are: cost allocation, break-even analysis, variable costs, fixed costs and mixed costs, budgeting for organizational planning and controlling operations. Previous introductory coursework in accounting or some familiarity with accounting through relevant experience would be helpful but not mandatory. *Microsoft Word & Excel is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 322. Finance for Managers. (3)

This course provides a foundation in corporate finance and provides a number of financial tools and reports that aid in determining which long-term investments to make, where the financing will come from, and how you manage collecting from customers and paying suppliers. The following three areas will be studied in detail in this course: capital budgeting, capital structure, and working capital management. *Microsoft Word & Excel is required for this course. (Prerequisite: OMP 321 Accounting for Managers).

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 323. Marketing for Managers. (3)

This course utilizes readings, case studies, discussions, writing assignments, and team projects, to expose students to basic marketing theory, terminology, and practices. Students explore the role of marketing in organizational strategic planning, customer behavior and data collection and analysis of data to use in a market planning process. This equips the student with the ability to participate with organizational members and to apply marketing principles and concepts to real world situations.

*Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 324. Human Capital Management. (3)

Students explore the values and perceptions of managing human capital through an analysis of policies and practices of recruitment, selection, training, development, and compensation strategies of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 325. Business Ethics and Individual Values. (3)

This course guides students in a better understanding of their own values and ethical principles and how it relates for ethical principles in the “business world” while developing a personal mission statement. Topics review several religious traditions, philosophical thinking, scientific theorists, and theory of business ethics, social responsibility and an ethical decision-making framework. Case studies are used for students to analyze complex issues, apply principles and view alternative approaches. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 431. Domestic Business Issues. (3)

Students are introduced to business, social, ethical, cultural, ecological, and technical relationships between corporations and their related stakeholders in the United States. It addresses the increasingly complex relationships among corporations that partner together to create new products, service innovation and works with individuals as well as groups in society to advance collaborative goals. Corporate responsibility and impact in a broad and complex range of stakeholder relationships is emphasized. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 432. Global Business. (3)

Students examine world trade and the processes that managers go through to establish or expand operations into international markets. Business involvement in foreign markets from established law, international organizations, customs, practices, socio-cultural forces, environmental sustainability and current perspectives on international business and world trade are presented. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 433. Strategic Management. (3)

This course integrates the concepts of strategic management, business strategy formulation and business policy while exploring the issue of social responsibility, defining a company’s mission statement, the use of internal analysis, external analysis, and levels of strategy. The course also examines issues involved with strategy implementation including structural, cultural and leadership implications. *Microsoft Word is required for this course.

Offered only to students in fastFORWARD Program. Offered at departmental discretion.

OMP 490. Research Methods and Statistics. (4)

Students learn the research process and methods for management and business. Problem analysis and evaluation techniques are presented. Students will identify and define methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information

covered in the module includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires. *Microsoft Excel is required for this course.

*Offered only to students in **fastFORWARD** Program.*

Offered at departmental discretion.

OMP 499. Business Application Project. (5)

This course is a capstone to the entire Organizational Management program and combines the research, theories, and concepts from the major core and combines practical implementation of their Business applications project which is a problem in their occupation and students present a solution gained from thorough research. This course builds on foundations for the Research methods and Statistics course. *Microsoft Word, PowerPoint & Excel is required for this course. (Prerequisite: OMP 490 Research Methods and Statistics).

*Offered only to students in **fastFORWARD** Program.*

Offered at departmental discretion.

Physical Education (PHE)

Department of Sport Professions

Gretchen Haskett, Department Chair

Professor: Peggy Winder, Ph.D.

Assistant Professors: Carla Cruickshanks, Ed.D.; Natasha Ferguson Dennison, M.S.; Rebekah Dixon, M.S.;

Gretchen Haskett, M.A.; John Lesaine, M.Ed.

Adjunct Instructor: Sarah Lyon, M.S., ATC, ROT, SCAT.

Service Program

The mission of the Department of Sport Professions at Newberry College is to give students the opportunity to become competent leaders in Physical Education and its related areas. Majors are expected to demonstrate ethical and professional behavior and become independent thinkers and lifelong learners. Students are encouraged to be an active part of the Majors' Club, attend professional meetings, conduct and present student research, and actively participate in campus life.

While many graduates from the Physical Education program enter the teaching and coaching professions, others enter graduate school or professional schools to pursue careers such as physical therapy, or find employment in recreational settings or sports related businesses.

The Physical Education program seeks to fulfill the College's mission by challenging and nurturing students' physical well-being and enhancing healthy lifestyles. Physical Education instructors make every effort possible to help in the development of students' cognitive, affective, and psychomotor domains of learning. Students majoring in Physical Education may choose one of three concentrations within major: Leisure Services, Sport Management, or Teacher Certification.

Some of the courses required for the different major concentrations may have prerequisites that require additional course work; some of the prerequisites may be used to fulfill Core Curriculum requirements.

Physical Education Major with Leisure Services Concentration (54 hours)

The Physical Education/Leisure Services concentration requires a total of 54 hours.

- 44 hours: PHE 115, 117, 181, 201, 207, 211, 229, 242, 244, 302, 325, 431, 451, and 495
- 3 hours: COM 121 or ENG 242
- 4 hours: BIO 101, 121, or 130 (Students are encouraged to take BIO 101, 121, or 130 for the Core Requirement in Laboratory Science.)
- 3 hours: SOC 101
- Strongly Recommended Course: SOC 308 (3 hours)

Physical Education Major with Sport Management Concentration (60 hours)

The Physical Education/Sport Management concentration requires a total of 60 hours.

- 33 hours: PHE 181, 229, 242, 325, 333, 382, 431, 442, 451, and 495
- 3 hours: ACC 210
- 6 hours: BUA 220 and 260

- 3 hours: BUA 210 or 361 or 462
- 6 hours: ECO 210 and 220
- 6 hours: COM 110 and three hours of Communications electives
- 3 hours: MAT 200 or SSC 230
- Recommended Elective: PHE 395

ECO 210 may meet Core Curriculum requirements, History and Social Sciences, Area E.

MAT 200 may meet Core Curriculum requirements, Natural Sciences and Mathematics, Area D.

Physical Education Major with Teacher Certification Concentration (73 hours)

The Physical Education/Teacher Certification concentration is designed to prepare students for teaching careers in Physical Education. The requirements lead to South Carolina Teacher Certification for grades PK-12 in Physical Education. The 40-hour concentration requires the following.

- 39 hours: PHE 115, 117, 201, 207, 210, 244, 255, 302, 305, 325, 424, 430, 440
- 4 hours: BIO 215 or 216
- 33 hours: EDU 224, 230, 232, 300, 382, 455, 480, and 483
- Candidates are encouraged to take BIO 101 or 121 for the Core Requirement in Laboratory Science, Area D-1, and must earn a grade of “C” or better in order to meet the prerequisite for BIO 215 or 216.

Students may prepare for PK-12 certification in Physical Education. Graduation with a degree or concentration in Education does not guarantee state certification. In order to be certified by the state of South Carolina, candidates must pass all required PRAXIS II series tests and meet all certification requirements. All candidates will complete a minimum of 108 hours of field experience in a public school prior to student teaching.

Candidates should take EDU 224 and 230 during their freshman year, and EDU 232 during the first semester of the sophomore year. These classes are prerequisites for admittance to the Teacher Education Program and all other 300- and 400-level education courses. In addition to passing EDU 224, 230, and 224 with at least a C, all candidates must pass or exempt Praxis Core reading, writing, and mathematics tests, and apply for and be admitted into the Teacher Education Program. Additional requirements for admittance to the Teacher Education Program and requirements for the internship can be found under the Department of Education section.

Minor Requirements

Students electing a minor from the Department may choose Athletic Training, Coaching, Health, or Sport Management.

Athletic Training Minor—Any Major (21 hours + Clinical Experience)

The Athletic Training Minor is open to any major at Newberry College through an application process in the fall. To complete the Athletic Training minor, students are required to take 21 hours plus clinical experience courses.

- 13 hours: PHE 220, 221, 424 and 430
- 8 hours: BIO 215 and 216
- Clinical Experience: A minimum of 200 hours is required. Clinical hours are acquired through PHE 497 for 0 credit hours. Students must meet pre-requisite requirements to enroll in PHE 497. Students are only guaranteed an opportunity to complete 50 clinical hours per semester of clinical experience.
 - CPR for Professional Rescuer is embedded in the clinical experience
- Students are encouraged to take CHE 101, MAT 200, PHY 101, PSY 101, PSY 120, and SOC 101.

Coaching Minor—Physical Education Major (13 hours)

Students majoring in a Physical Education concentration are required to take 13 hours.

- 10 hours: PHE 229, 232, 234, and 496
- 3 hours: PHE 201

Coaching Minor—Non-Physical Education Major (21 hours)

The Coaching Minor is designed for students who wish to coach and are actively pursuing teacher certification.

The 21-hour Coaching Minor requires the following.

- 17 hours: PHE 229, 232, 234, 424, 430, and 496
- 4 hours: BIO 215 or 216
- Students are encouraged to take BIO 101 or BIO 121 for the Core Requirement in Laboratory Science, Area C-1, and must earn a grade of “C” or better in order to meet the prerequisite for BIO 215 or 216.

Health Minor (37 hours)

The Health Minor is open to any student but especially designed for students actively pursuing teacher certification. Students are required to complete 37 hours

- 4 hours: BIO 181 or BIO 215 (students are urged to also complete BIO 216) (see prerequisite requirement; prerequisite can satisfy Laboratory Science, Area C);
- 12 hours: from laboratory science courses (ENV, BIO, CHE, PHY, SCI, or FSC); BIO 101, 121, or 130 are recommended for Teacher Education majors; BIO 215 and 216 are recommended for Nursing majors.
- 9 hours: Physical Education 210, 220, and 440;
- 12 hours: Health 201, 311, 312, and 314.

Sport Management Minor—Physical Education Major (15 hours)

Students majoring in a Physical Education major are required to take 15 hours:

- 9 hours: PHE 333, 431 and 451
- 3 hours: one 3-hour course from the Department of Business
- 3 hours: one 3-hour course in Communication

Sport Management Minor—Non-Physical Education Major (15 hours)

Students not majoring in Physical Education are required to take 15 hours.

- 12 hours: PHE 325, 333, 431 and 451
- 3 hours: one 3-hour course from Business or Communications

2007 Core Curriculum for students who entered Newberry College on or after August 17, 2007 but before August 20, 2014.

Students must satisfy the Core Curriculum, Area G, by successfully completing two different one-hour Physical Education activity courses, or MUE 101 and one PHE activity course, or a Military Science course. Varsity athletes are **not** exempt from this requirement.

Physical Education courses which satisfy Area G of the Core Curriculum are as follows.

PHE 099, 101, 102, 103, 104, 107, 108, 109, 110, 111, 112, 113, 116, 118, and 119

PHE 114 satisfies Area G of the Core Curriculum if students who, for health reasons/special needs or limitations, are unable to participate in the regular health and physical education program. Proper documentation for accommodations must be on file with the Director of Advising and Disability Services.

2014 Core Curriculum for Students who entered Newberry College on or after August 20, 2014.

All students must satisfy the Core Curriculum requirement of Fitness for Life, by successfully completing one of the Fitness for Life courses (worth two credit hours). Fitness for Life courses that satisfy the Core Curriculum are as follows:

FIT 102-104; 107-109; 111; 113; 114; 116; and 118-131.

FIT 114 satisfies Core Curriculum if students who, for health reasons/special needs or limitations, are unable to participate in the regular health and physical education program. Proper documentation for accommodations must be on file with the Director of Advising and Disability Services.

Fees: An activity fee of \$20 will be assessed for PHE 099, 101, 102, 104, 107, 108, 109, 110, 111, 112, 113, 114, 116, 118, and 119. A fee of \$30 is assessed for PHE 103.

A \$20 fee will be charged for PHE 117.

A \$25 fee will be charged for PHE 221.

A \$100 fee is charged for PHE 244 to cover cost of field trip expenses.

A \$100 fee is charged as part of the Teacher Education Program fee structure in PHE 305 and PHE 440.

A physical activity lab fee will be assessed for each Fitness for Life course: FIT 102-104; 107-109; 111; 113; 114; 116; and 118-131.

- A \$20 activity fee will be assessed for all activity courses, PHE 099-100; 102-104; 107-114; and 116-119.
- A \$25 fee will be charged for all Fitness for Life Courses.
- A \$20 fee will be charged for PHE 117
- A 25 fee will be charged for PHE 221
- A \$100 fee is charged for PHE 244;field trip expenses
- A \$100 fee is charged for PHE 305 and PHE 440 (Teacher Education program fee)

Technology Requirements for the Department of Sport Professions

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, students in the Department of Sport Professions (Leisure Services, Physical Education Teacher Certification, and Sport Management) will be required to provide themselves with a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel. This functionality is provided free of charge in Windows 365, which all students can access through the Technology Tab in Wolf Den. In addition to the basic software listed above, individuals majoring in Physical Education Teacher Certification are also required to have a LiveText account.

Course Descriptions

PHE 099. Body Sculpting. (1)

Body Sculpting is designed to introduce the student to a new fitness level through aerobic weight training. This safe and effective way to improve muscle tone and strength will increase flexibility and improve the student's balance and posture. The student will learn a variety of fitness methods using free weights and stability balls.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged. Offered at program's discretion.

PHE 101. Varsity Athletics. (1)

Prerequisite: Permission of Instructor

Participation in the development of high level skill strategies and techniques utilized in a selected varsity sport that is nationally sanctioned for intercollegiate competition and an approved sport in the athletic program of Newberry College. Conditioning, theory, and skill development. Team or individual competition with regular practice and/or intercollegiate competitions.

Partially satisfies 2007 Core Curriculum, Area G.

PHE 102. Volleyball. (1)

This course is designed to produce a higher level of physical fitness through participation. Emphasis will be placed on instruction in and development of fundamental techniques and basic skills of volleyball. Basic offensive and defensive strategy will be stressed along with rules terminology and court positioning.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged. Offered at program's discretion.

PHE 103. Frisbee and/or Golf. (1)

Emphasis will be placed on the fundamental skills of golf for beginners, focusing on skills, proficiency, and playing courtesies. Students may be asked to provide their own clubs and golf balls.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$30 is charged. Offered at program's discretion.

PHE 104. Slimnastics/Aerobics. (1)

This course is designed to produce a higher level of physical fitness through participation. Emphasis will be placed on instruction in and development of one's physical being through cardiovascular exercise, class assignments, and class activities related to overall improvement in health and well-being.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged. Offered at program's discretion.

PHE 107. Walking/Jogging. (1)

This course is designed to meet the needs of the walker/jogger. The class is for students concerned about their personal fitness levels.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged. Offered at program's discretion.

PHE 108. Basketball. (1)

This course is designed to produce a higher level of physical fitness through participation. Emphasis will be placed on instruction in and development of fundamental techniques and skills of basketball. Basic offensive and defensive play will be stressed. Additionally, the student will be taught the essential rules and terminology of basketball.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 109. Weightlifting. (1)

A course in learning proper lifting and spotting techniques along with safety skills. A workout class using various equipment and other resistance training tools to help develop a strong, healthy body. Students will be using free and machine weights in their individualized workout program.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 110. Concepts of Life Maintenance. (1)

This course is designed to teach students why exercise is important, how to exercise properly, and what each person's individual exercise and fitness needs are. Emphasis is placed on basic knowledge and understanding the value of physical activity, diet and nutrition, stress management, and the total concept of wellness. Laboratory and lecture activities are included.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 111. Soccer. (1)

This course is designed to produce a higher level of physical fitness through participation. Emphasis will be placed on instruction in and development of physical and cardiovascular exercises in relation to soccer, class activities related to improved and developed soccer skills, and rules and strategy of the game.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 112. Officiating. (1)

Emphasis will be placed on the rules, techniques, and mechanics in sports officiating; football, softball, baseball, basketball, volleyball, and soccer.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 113. Tennis. (1)

This course is designed to produce a higher level of physical fitness through participation. Emphasis will be placed on instruction in and development of basic skills, rules, techniques, and strategy in playing tennis.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 114. Modified Seasonal Activities. (1)

The course is designed to meet the needs of students who, for health reasons/special needs or limitations, are unable to participate in the regular health and physical education program.

Documentation required to receive accommodations.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 115. Foundations of Physical Education. (3)

A study of the history and philosophy of physical education with an overview of how the principles of motor learning and social and behavioral sciences are applied to physical education. Emphasis is placed on helping the student to become a professional physical educator.

Physical Education majors must earn a grade of "C" or better to meet degree requirements.

Offered every semester.

PHE 116. Kettlebell. (1)

Resembling a cannon ball with a handle, a kettlebell is used to deliver strength, power, endurance and stamina during a workout. This intense and powerful workout will help participants lose weight, gain muscle, become energized, and build up fitness level. The course will begin with light weight kettlebells and increase in weight as participants become stronger.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 117. First Aid and Cardiopulmonary Resuscitation (CPR). (1)

Provides students with the knowledge of the basic principles and skills of first aid, rescue breathing, injury prevention, and personal safety.

This course provides the opportunity for students to earn American Red Cross: Adult and Pediatric CPR, First Aid, and AED Lay Responder certifications.

A \$20 fee is assessed.

Offered every semester.

PHE 118. Yoga. (1)

This yoga course is designed in the style of Hatha Vinyasa, a flow yoga with sunsalutations building strength, cardio, range of motion, standing postures, balance, stretching and stress reduction.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 119. Zumba. (1)

In Zumba Fitness, students are introduced to fitness concepts and activities for the purpose of gaining knowledge and skills necessary to evaluate personal fitness levels and to develop personal lifelong skills in cardio-respiratory endurance through the use of Latin rhythms as well as movement with an international flare. Activities may include, but are not limited to flexibility, body composition, and fitness activities for healthy lifestyles.

Partially satisfies 2007 Core Curriculum, Area G. An activity fee of \$20 is charged.

Offered at program's discretion.

PHE 181. Introduction to Sport Management. (3)

Limited to Physical Education majors with Sport Management or Leisure Service concentrations.

The course introduces the student to the principles and practices of sport management. The course will emphasize learning by participation and prepare students for a major in sport management.

Offered every semester.

PHE 201. Skills and Techniques of Team Sports, Individual Sports, and Leisure Games. (3)

This course is designed to provide students with the knowledge of rules, history, and strategies in the Individual and Team sports and the area leisure games. The following sports and games will be covered: golf, tennis, weight training, bowling, aquatics, basketball, soccer, volleyball, softball, track and field, topple ball, badminton, disc-golf, ultimate Frisbee, and "tail-gaiting" games. Students will learn the proper performance techniques of and develop their performance in these sports and leisure games. Students will also learn how to modify each sport or leisure game to accommodate various levels of skill proficiency for appropriate facilitation.

Offered every semester.

PHE 207. Rhythms, Dance, Games and Tumbling for Young Children. (3)

This course is designed to acquaint students with fundamental rhythmic and dance activities which are appropriate for inclusion in an elementary school physical education program. The course also acquaints students with games of low organization and lead up games.

Offered spring semester.

PHE 210. Personal and Community Health. (3)

A study of health related dynamics of human adaptation throughout the life cycle. An overview of physical, psychological, and social dimensions of health as they combine to influence the whole human being.

Offered every semester.

PHE 211. Community and Church Recreation. (3)

Designed to explore the nature and significance of community and church recreation and leisure service programs. Exploration of various types of agencies which deal with recreation and leisure services in a community or church setting. *Offered spring semester.*

PHE 220. Nutrition for Healthy Living. (3)

An introduction to basic nutritional concepts applied to the needs of individuals for maintaining and improving quality of life. Students completing this course will gain skills needed for optimum performance and will research the latest scientific findings.

Offered spring semester.

PHE 221 Introduction to Athletic Training: Injury, Prevention, and Care. (3)

An entry level course to introduce the profession of athletic training and will include injury/illness care and prevention, emergency care, treatment and rehabilitation, as well as organization within the profession. The Athletic Training Student will be presented with basic practical skills and knowledge applied to an Athletic Training setting both in the class and lecture setting.

\$25 fee charged for equipment required for skill development.

Offered fall semester.

PHE 229. Sports Psychology. (3)

The study of the major psychological dimensions underlying behavior in sports. The course will deal with understanding, coaching, and coping with today's athlete.

Offered every semester.

Satisfies 2014 Core Curriculum Area D: Interdisciplinary (IDS).

PHE 232. Theory of Coaching I. (3)

Designed to introduce undergraduate students to the profession of coaching. Emphasis will be placed on the nature of the profession, qualifications needed in coaching, individual and team strategy, player-coach relationships, and development of skills. Theory and psychology of coaching will also be explored.

Offered fall semester.

PHE 234. Theory of Coaching II. (3)

Prerequisites: PHE 232

Designed to look at the current trends and issues within the coaching profession. Emphasis will be placed on building professional relationships, qualities of a good coach, planning practices, the importance of proper nutrition, compliance issues, and educational programming that is successful in the realm of conditioning for athletes. The course will also explore information regarding the use and abuse of alcohol, tobacco and drugs within the athletic environment.

Offered spring semester.

PHE 242. Research and Information Technology in Sport and Physical Education (3)

Designed for students to learn and understand research and information technology in sport and physical education. Students will participate in the use of information technology. An introduction to basic research techniques will be demonstrated.

Offered every semester.

Satisfies 2014 Core Curriculum Area B: Quantitative Literacy (QL).

PHE 244. Concepts of Outdoor Education. (3)

The course develops an awareness in students of availability of resources in the outdoor learning environment. Students will participate and share in the teaching experiences, most of which will be practical, rather than entirely conceptual. The course develops outdoor skills while fostering an appreciation of nature.

\$100 fee charged for mandatory class camping field trip and park fees.

Offered spring semester.

PHE 255. Motor Development and Movement Education for PHE. (3)

A study of motor development as a foundation for the movement education approach to teaching fundamental movement skills to young children. Required of all Physical Education/Teacher certification majors.

Offered fall semester.

PHE 302. Adaptive Physical Education. (3)

This course will provide an understanding of the nature of behavioral characteristics and motor limitations of individuals with various disabilities. Information will also be presented on the basic skills necessary to prepare these individuals for meaningful individualized movement experiences needed to function in an integrated, segregated community, or home environment. *Practicum experiences at local sites are required.*

Offered spring semester.

PHE 305. Classroom Environment for K-12 Physical Educators. (3)

Pre-requisite: Successful admission to the Teacher Education Program.

Intended to introduce candidates to the principles used in creating a positive environment in the K-12 Physical Education classroom. Emphasis is placed on state and national curriculum standards; lesson design, implementation, assessment, characteristics of successful research-based instructional approaches; successful classroom management approaches and current trends and issues in education.

\$100 Teacher Education Program Fee.

Offered spring semester.

PHE 325. Organization and Administration. (3)

A study of administrative structure, program philosophy, procedures involved in program organization, and development, legal issues, and other duties of personnel involved in the administration of physical education, athletics, intramural, or leisure services programs.

Offered every semester.

Satisfies 2014 Core Curriculum Area D: Interdisciplinary (IDS.)

PHE 333. Sport Marketing and Legal Issues. (3)

Prerequisite: PHE 181 or permission of the instructor.

A study of sports marketing in our modern society with an emphasis on legal issues pertaining to sport. The course will examine sales, promotions, and corporate sponsorship including the surrounding ramifications, as well as the legal issues prevalent in today's sports world: Gender Equity, NCAA Proposition 42 and 48, NCAA compliance, Negligence, Due Process, and Liability.

Offered fall semester.

PHE 382. Sport in Society. (3)

This course is designed to acquaint students with the principles and applications of social issues within the sport industry. Topics such as gender, disability, race, ethnicity, aggression, politics, religion, and class and social mobility will be studied.

Offered fall semester.

Satisfies 2014 Core Curriculum Area D: Interdisciplinary (IDS.)

PHE 395. Field Experiences in Sport Management. (3)

The field experience benefits the students by allowing them to apply college training in an every day situation while continuing to earn college credit. Students will have the opportunity to choose from a variety of settings related to sports management. (100 hours required)

Offered at departmental discretion.

PHE 424. Kinesiology/Biomechanics. (3)

Prerequisite: BIO 181 or BIO 215 or BIO 216.

A study of the fundamentals of human motion and mechanical principles and their application to daily activity and sport. Practicum experience included.

Offered fall semester

PHE 430. Physiology of Exercise. (4)

Prerequisite: BIO 181 or BIO 215 or BIO 216.

Provides a basic understanding of physiology and its application to muscular activity, conditioning, exercise, and health-related fitness. Also, direct implications for physical education and athletics will be discussed. Laboratory experience included.

Offered spring semester.

PHE 431. Program Planning and Opportunities in Leisure Services and Sport Management. (3)

Prerequisites: PHE 181

To provide students with information about opportunities and the basic principles and planning guides necessary for planning quality leisure service and sports management programs.

Offered fall semester.

PHE 440. Teaching Methods of Health and Physical Education. (3)

Prerequisite: PHE 325 and Successful admission to the Teacher Education Program or Permission of instructor required for non-teacher certification students.

A course designed to help prospective physical education and health education teachers to acquire the skills and methods necessary to design, implement, and evaluate instructional programs in health and physical education. Evaluation of student performance is also addressed. Twenty-four hours of practicum field experience is required for this class.

\$100 Teacher Education Program Fee.

Offered fall semester.

PHE 442. Research in Sport Management. (3)

Prerequisite: PHE 242

Limited to majors in Sport Management. Permission of instructor required.

The study of various research within sports management including: understanding, reading, conducting, and publishing. Offered spring semester.

PHE 451. Event and Facility Management. (3)

Prerequisites: PHE 181

This course is designed to give advanced students information and knowledge on the operation and management of athletic and recreational facilities. In addition, the student will have the opportunity to plan and prepare a major event, to include hands-on opportunities to administer, organize, direct personnel, fundraise, market, and carry out a regional sport management conference.

Offered fall semester.

PHE 480. Special Topics. (3)

An in-depth study of selected topics or issues in sport profession fields.

Offered at departmental discretion.

PHE 491, 492. Independent Study. (1-3, 1-3)

Research project and/or field experience in physical education.

Open to Physical Education majors or minors in Coaching and or Sport Management. Must be approved by the Department Chair. Subject to rules and restrictions on page 61.

PHE 495. Internship. (6)

The internship experience benefits the students by allowing them to apply college training in an everyday job situation while continuing to earn college credit. Students will have the opportunity to choose from a variety of internship settings related to Sport Management or Leisure Services. 270 hours required.

The internship experience is open only to those students who are enrolled in either the Leisure Services or Sport Management concentration, have a minimum 2.0 cumulative GPA, and have received permission of the Department Chair to participate in the internship.

Limited to majors in the department. Subject to Newberry College internship regulations and restrictions.

PHE 496. Coaching Internship. (1)

Prerequisites: PHE 229 or PHE 232

This course is designed to give the student the opportunity to gain “on hands” experience in an athletic coaching setting. The student will assist in an after-school athletic setting for a designated period of time.

50 hours required.

Limited to majors in the department and minors in Coaching. Subject to Newberry College internship regulations and restrictions on page 62.

PHE 497. Athletic Training Clinical. (0)

This course is designed to give the student the opportunity to gain hands-on experience in a real-life athletic training setting. The student will assist current athletic trainers for a designated period of time (50-100 hours required per semester). This course may be taken once a semester for up to eight semesters at graduation. A total of 200 hours are required for graduation with the Athletic Training Minor.

Offered every semester. Limited to students admitted to the Athletic Training Minor.

Prerequisites: Success completion of up-to-date Professional Screening.

PHE 499. Senior Essay. (1-3)

Students will do an in-depth paper on a topic approved by the Department Chair.

Subject to Newberry College rules and restrictions on page 62.

Philosophy (PHI)

Department of Humanities

Dr. David Rachels, Chair

Philosophy Faculty

Associate Professor: Christian Hipp, Ph.D.

See pages 218-225 for major and minor requirements in Religion and Philosophy.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, philosophy students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

PHI 101. Philosophy and Life Today. (3)

A survey of traditional philosophical issues applied to concerns in today's world.

Offered at departmental discretion. .

May be used to satisfy the 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

PHI 110. Introduction to Modern Logic. (3)

A study of the formal validity of deductive inference and the bases of inductive reasoning.

Philosophy 110 satisfies Core Curriculum requirements for Mathematics and Natural Sciences, Area D-3;

Philosophy 110 does NOT satisfy 2007 Core Curriculum requirements for Humanities/Fine Arts, Area C-2.

Offered at departmental discretion.

PHI 120. Introduction to Ethics. (3)

A study of major ethical theories and their application to specific moral issues.

Satisfies 2007 Core Curriculum Requirement F-3. Offered every semester.

PHI 201. Ancient and Medieval Philosophy (to 1600). (3)

An historical survey with emphasis upon the thought of Plato, Aristotle, Augustine, and Aquinas.

May be used to satisfy the 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

Offered fall semester, alternate years.

PHI 202. Modern Philosophy (1600 to 1850). (3)

An historical survey with emphasis upon Continental Rationalists, British Empiricists, and Immanuel Kant.

May be used to satisfy the 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

Offered spring semester, alternate years.

PHI 212. Philosophy of Human Nature. (3)

An exploration of selected philosophical issues, including the mind/body problem, free will versus determinism, personal identity, and human dignity.

May be used to satisfy the 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

Offered at departmental discretion.

PHI 220. Social Philosophy and Ethics. (3)

A study of classical and contemporary texts on the relation between morality, justice, and the law.

Satisfies Core 2007 Curriculum Requirement F-3.

Offered at departmental discretion.

PHI 230. Ethics of Health Care (3).

This course introduces students to contemporary ethical discussion regarding health care issues. Topics may include: medical professionalism, the nature of the patient-provider relationship, beginning and end of life issues, the just distribution of medical resources, and caring for public health communities.

Satisfies 2007 Core Curriculum Requirement F-3.

Offered at departmental discretion.

PHI 304. Contemporary Philosophy (since 1850). (3)

An examination of recent trends in Western thought, including philosophical analysis and existentialism.

May be used to satisfy the 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

Offered at departmental discretion.

PHI 311. Philosophy of Religion. (3)

Philosophical analysis of the central problems of religious belief.

May be used to satisfy the 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

Offered alternate years.

PHI 312. Philosophical Ethics. (3)

A study of major moral philosophers, ethical theories, and the structure of moral reasoning.

Satisfies 2007 Core Curriculum Requirement F-3.

Offered at departmental discretion.

PHI 330. Topics in Philosophy. (3)

Prerequisite: Must have passed at least one 100-level or 200-level Philosophy course prior to enrollment. A

single topic of interest to faculty and students will be selected. Examples include: Existentialism. Environmental Ethics, Epistemology, Philosophy of Aesthetics.

May be used to satisfy the 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

Offered alternate years.

PHI 482. Seminar on Problems in Philosophy. (1-3)

An intensive study of a selected philosophical issue or an individual philosopher.

Offered at departmental discretion.

PHI 491. Independent Study. (1-3)

Open only to juniors and seniors of demonstrated ability majoring or minoring in Religion and Philosophy. Subject to rules and regulations on page 61.

PHI 499. Senior Essay. (3)

A project requiring scholarly research and culminating in the public presentation of a formal paper.

Subject to rules and regulations on page 62.

Offered spring semester.

Physics (PHY)

Department of Sciences and Mathematics
Dr. Christina McCartha, Department Chair

Physics Faculty:

Associate Professor: Otis Walker, Ph.D.

The Physics Program offers a minor and a concentration within the mathematics major. In addition to courses designed for science majors the program offers PHY 101, 102, and 201 to acquaint liberal arts students with some of the fundamental concepts of physics.

The Physics curriculum provides a thorough grounding in the principles of Physics and promotes the ability to reason analytically. The laboratory work provides students with the opportunity to discover or confirm physical laws through experimentation and observation.

Physics Minor Requirements (15 hours)

The Physics minor requires **15** hours of Physics as follows:

- 15 hours: Physics 213, 214, 353, 451;

MAT 211, 212, and 261 are prerequisites.

Core Curriculum

All four-hour physics courses meet the 2007 Core Curriculum requirements in Natural Sciences, Area D-1. All physics courses meet the 2007 Core Curriculum requirements in Natural Sciences and Mathematics, Area D-3. All 100 level and 200 level four-hour physics courses meet the 2014 Core Curriculum requirements for Lab Science.

Laboratory Fee

A \$95 fee is charged each semester for each laboratory course. Lab courses receive four semester hours of credit. PHY 353 is a non-laboratory course.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, students in the Department of Science and Mathematics will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

PHY 101. Fundamentals of Physics I. (4)

An introduction to the ideas and techniques of physics emphasizing the meanings of physical laws and their applications in solving problems. The mathematical treatment is at the level of simple algebra. Topics include Newton's laws, energy, momentum, gravitation, and thermodynamics.

A \$95 fee is charged for each semester of this laboratory course. Offered at departmental discretion.

PHY 102. Fundamentals of Physics II. (4)

An introduction to the ideas and techniques of physics emphasizing the meanings of physical laws and their applications in solving problems. The mathematical treatment is at the level of simple algebra. Topics include electricity, magnetism, light, atomic structure, and nuclear physics.

A \$95 fee is charged for each semester of this laboratory course. Offered at departmental discretion.

PHY 213 Physics for Science and Engineering Students I. (4)

Prerequisite: MAT 211.

An introduction to the classical theories of physics making use of vector algebra and calculus. Topics include optics, particle dynamics, rotational dynamics, conservation of energy and momentum, oscillations, and waves in elastic media.

A \$95 fee is charged for each semester of this laboratory course. Offered fall semester.

PHY 214 Physics for Science and Engineering Students II. (4)

Prerequisite: PHY 213

Topics include heat, temperature, the ideal gas, the first and second laws of thermodynamics, electric fields, electric potential, magnetic fields, electromagnetic induction, and passive circuits.

A \$95 fee is charged for each semester of this laboratory course. Offered spring semester.

PHY 353. Classical Physics. (4)

Physics 353 is a traditional course in classical physics. Approximately one half of the semester is spent on the subject of electricity and magnetism, and the second half is devoted to classical mechanics. Topics in electricity and magnetism include electrostatic boundary value problems, electrostatic energy, the magnetic field, slowly varying ac currents, Maxwell's Equations, and radiation from sources. Topics in classical mechanics include Newton's laws of motion, forced oscillations and resonance, the conservation laws, Lagrange's Equations, and the central force problem.

Prerequisites: MAT 341 and PHY 214 or permission of instructor.

Offered at departmental discretion.

PHY 451. Modern Physics. (3)

Prerequisites: MAT 212; PHY 213, PHY 214.

Topics in Modern Physics include special relativity, the quantum theory of light, the Bohr atom, particle wave duality, the Heisenberg uncertainty principle, applications of the Schrodinger equation to simple one- dimensional systems, alpha decay, and an introduction to Fermi-Dirac statistics.

Offered at departmental discretion.

PHY 490. Special Topics in Physics. (3)

Prerequisite: Permission of instructor.

Topics to be selected by the instructor. Students may receive credit for more than one PHY 490 course, but students may not repeat the topics. *Offered at departmental discretion.*

Political Science (POS)

Department of Social and Behavioral Sciences

Dr. Vinetta Goodwin Witt, Interim Department Chair

Political Science Faculty:

Professor: Steven Schweizer, Ph.D.

Assistant Professor: Stephanie Sillay, Ph.D.

Adjunct Faculty: Keith Ringer, M.P.A.

In the Political Science Program, students develop as societal leaders and active citizens. They will build their research, communication and critical thinking skills through the study of national and world affairs. A major in political science will provide students with the skills and knowledge to embark on careers in the public, non-profit, and private sectors, and to pursue graduate and professional studies in law, public affairs, public administration, and political science.

In the Political Science Program students will:

1. develop an individual worldview;
2. understand the American political process and its foundations;
3. develop a global political awareness;
4. demonstrate the ability to independently research and analyze political phenomena using appropriate theories, methodologies, and technologies;
5. demonstrate an understanding of the major subfields of political science;
6. be able to think critically and communicate at the college level.

Political Science Major (B.A. degree) Requirements (42 hours)

- 15 hours: Political Science 121, 225, 461, 462, and 499
- 3 hours: At least one of the following Political Science 300 or POS 310
- 3 hours: Social Sciences 230
- 15 hours: Political Science course electives, at least 9 hours from courses at or above the 300 level.
- 6 hours (or equivalent) in Spanish

Political Science Minor Requirements (18 hours)

- 3 hours: Political Science 121
- 3 hours: Political Science 225
- 12 hours: Political Science course electives, at least 6 hours from courses at or above the 300 level.

Core Curriculum

POS 121, 123, 222, and 225 partially satisfy the 2007 Core Curriculum requirements in Social Sciences, Area-E. Courses that satisfy the 2014 Core Curriculum requirements are designated in course descriptions.

Prerequisite

Most Political Science courses carry no Prerequisite or instructor's approval. However, either POS 222 or 228 must be taken before enrolling in POS 340 and 341. POS 121 is a prerequisite or co-requisite to POS 343 and a pre-requisite to POS 310, 495, and 496. POS 225 is a prerequisite to POS 300. POS 121 or POS 225 is a prerequisite to POS 355, 385, and 480. POS 121, 225 and SSC 230 is a prerequisite to POS 499.

Application for a Major in Political Science

Students interested in majoring in political science must apply in the second semester of their sophomore year. Students should have completed successfully or are currently taking POS 121 and POS 225 and be in good standing in the Political Science Program and at the College.

Technology Requirements for Political Science Major/Minor

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, political science majors and minors will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel in Windows 365, available free of charge through the Technology Tab in Wolf Den.

Course Descriptions

POS 121. American Government. (3)

A comprehensive and internationalized introduction to basic institutions, processes, problems and developments in American national government. Targeted comparisons with other nations challenge students to understand American institutions, political culture, and policy in global perspective, question their assumptions, and think critically. Special attention is given to current international and domestic issues.

Required for political science majors and minors.

Partially satisfies 2007 Core Curriculum, Area E-2.

This course satisfies the Global Learning criteria (GL 1) for the 2014 Core Curriculum.

This course satisfies the Civic Engagement criteria (CE) for the 2014 Core Curriculum.

Offered fall and spring semesters.

POS 123. Current Issues and Global Controversies. (3)

An Exploration of U.S. and global political controversies. Appropriate for both majors and non-majors, this discussion-based course provides a forum for students to analyze issues and current events shaping their future. In addition to covering major developments in American domestic politics, a wide range of global issues (issues that by their very nature cross national borders) will be explored. Given the focus on current events, specific course topics are finalized each semester at the discretion of the instructor.

Partially satisfies 2007 Core Curriculum, Area E-2.

This course satisfies the Global Learning criteria (GL 2) for the 2014 Core Curriculum.

This course satisfies the Civic Engagement criteria (CE) for the 2014 Core Curriculum.

Offered fall and spring semesters.

POS 222. State and Local Government. (3)

An in-depth study of the operation of state and local governments. Particular attention is paid to the areas of problem recognition, policy formulation, and administration, as governmental units seek to relate to 21st century America.

Partially satisfies 2007 Core Curriculum, Area E-2. Offered at departmental discretion.

POS 225. Comparative Political Systems. (3)

This course surveys the institutions, functions, and policies of Western and non-Western political systems and introduces students to the subfield of political science referred to as comparative politics.

Required for political science majors and minors.

Partially satisfies 2007 Core Curriculum, Area E-2.

This course satisfies the Global Learning criteria (GL 2) for the 2014 Core Curriculum.

Offered at departmental discretion.

POS 228. Introduction to Public Administration. (3)

The process of policy formulation and implementation, theories of organization, personnel administration, financial administration, and administrative responsibility.

Offered at department discretion.

POS 255 Topics in Political Science. (3)

Selected topics in American government, comparative politics, political thought, public law, public administration, international relations, and public policy. *Offered at departmental discretion.*

POS 285. The President. (3)

A comprehensive overview of the American President including constitutional origins and powers, presidential character, presidential selection and election, presidential relations with Congress and the courts, the executive branch, and domestic and foreign policy making.

Offered spring semester, odd-numbered years.

POS 300. International Relations. (3)

Prerequisite: POS 225 or the instructor's permission.

A course examining historical and contemporary perspectives on the origins of conflict and cooperation in the international system. Students will become familiar with the major theories and methods that are used to understand developments in international relations and world politics. Key issue areas (international security, international organizations, human rights, the environment, trade, development, etc.) will be explored and analyzed. *POS 300 or POS 310 required for political science majors and minors. Offered at departmental discretion.*

POS 310. Public Policy. (3)

Prerequisite: POS 121 or the instructor's permission.

A course exploring the policymaking making process, from agenda setting and formulation to implementation and evaluation. Students will become familiar with major theoretical approaches to the study of the policymaking, as well as, methods of policy analysis. Emphasis will be placed on the United States. The evolution of public policy in key issue areas (healthcare, environment and natural resource management, welfare and social policy, national security, etc.) will be examined.

POS 310 or POS 300 required for political science majors and minors. Offered at departmental discretion.

POS 325. War and Peace. (3)

Prerequisite: POS 300 or the instructor's permission.

A study of war and peace emphasizing the causes of war, nature of modern war, and the conditions for peace. The causes of war and efforts to secure the peace will be applied to historical cases such as World Wars I and II, the Vietnam War, Gulf War and war with Iraq and Afghanistan.

Offered fall semester, odd-numbered years.

POS 340. Public Personnel Management. (3)

Prerequisite: POS 222 or POS 228.

This course is designed as a study of the fundamental principles of personnel organization and administration. The focus of this course is primarily at the federal, state, and local levels of government.

Offered at department discretion.

POS 341. Public Budgeting. (3)

Prerequisite: POS 222 or POS 228.

This course is designed as an in-depth study of budgeting in the public sector. The purpose of this course is to expose the student to both theory and to the practical aspects of budgeting in the public sector.

Offered at department discretion.

POS 343. Constitutional Law and Civil Liberties. (3)

Prerequisite (or co-requisite with the instructor's permission): POS 121.

A survey of important Supreme Court decisions, their background and significance from 1789 to present. Particular attention is given to civil liberties and civil rights.

Political Science 343 is accepted as credit for a History major. Offered at departmental discretion.

POS 348. International Law and Organization. (3)

The development of international law and organizations and their impact on contemporary world politics.

Offered at departmental discretion.

POS 350. Political Parties and Elections. (3)

A study of elections and the structure and operation of political parties and the legal framework within which they operate in the United States: the nature of voter participation in politics; electoral problems; and democratic systems of government.

Offered fall semester, even-numbered years.

POS 355. Advanced Topics in Political Science. (3)

Prerequisite: POS 121 or POS 225 or the instructor's permission.

Selected advanced topics in American government, comparative politics, political thought, public law, public administration, international relations, public policy, and political methodology.

Offered at departmental discretion.

POS 360. Introduction to the Principles and Practices of Urban Planning. (3)

Concepts, emerging trends, and methods and techniques in urban planning will be studied.

Offered at department discretion.

POS 385. American Foreign Policy. (3)

An examination of the history of American foreign policy with an emphasis on values shaping foreign policy, the foreign policy establishment, the foreign policy making process, and foreign policy actors

Offered spring semester, even-numbered years.

POS 390. Politics and Film. (3)

A study of political institutions, ideas, and politics expressed in classic and contemporary film. Subject matter includes the President, Congress, political parties, gender, ethnicity, international relations, war, conscience, freedom, democracy, and social class.

Offered fall semester, odd-numbered years.

POS 461, 462. History of Political Theory. (3, 3)

A survey of political ideas and ideologies beginning with the Jewish heritage and extending into the 21st century. Special attention is given to how Plato, Aristotle, St. Augustine, Machiavelli, Martin Luther, John Calvin, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Georg W. F. Hegel, Karl Marx and Friedrich Engels, John Stuart Mill, and John Rawls can help us think about the good life and making personal choices.

POS 461, 462 required for political science majors.

POS 461 offered fall semester, even-numbered years. POS 462 offered spring semester, odd-numbered years.

Lab Fee for POS 462, \$40

POS 480. Topics in Political Science. (1-3)

Prerequisite: POS 121 or POS 225

A seminar of selected topics in American government, comparative politics, political theory, public law, public administration, international relations, public policy, and political methodology.

Offered at departmental discretion.

POS 491, 492. Independent Study. (1-3, 1-3)

Independent study in a selected field, or problem area, of Political Science. Topic, or problem, to be chosen in consultation with the Political Science staff member under whose guidance the study will be conducted. *Open to majors of demonstrated ability in the social sciences. Subject to rules and regulations on page 61.*

POS 495 or 496. Political and Legal Internships. (1-3)

Prerequisite: POS 121 or POS 122

Internships or practical experience in an approved program of study. Legal and political internships give students an opportunity to work in local, state, and national government; in political campaigns; and in law firms. No more than 3 hours can be applied as elective credit toward a political science degree.

Offered every semester with the approval of the department. Subject to regulations and restrictions on page 62

POS 499. Political Science Capstone. (3)

Prerequisite: POS 121, POS 225, and SSC 230.

A capstone course building and assessing the student's knowledge of the discipline and skills in researching, writing, and presenting graduate school quality research, using an appropriate methodology.

Required for Political Science Majors. Lab Fee: \$40. Offered fall semester.

Psychology (PSY)

Department of Social and Behavioral Sciences
Dr. Vinetta Goodwin Witt, Interim Department Chair

Psychology Faculty:

Associate Professors: Marilyn Schroer, Ph.D.

Assistant Professor: Sara Peters, Ph.D.

Adjunct Faculty: Laura Ringer, M.Ed.

Psychology is the scientific study of human behavior. The mission of the Psychology Program is to prepare students for graduate study and/or vocations in a wide variety of settings that benefit from an understanding of human behavior and mental processes. The Bachelor of Arts Psychology degree provides a broad foundation of knowledge, theories, and principles of psychology through instruction and encourages learning through research. Psychology majors who do not plan to become professionals in psychology may still use the course work for broad application to careers in business, industry, management, the ministry, human resources, rehabilitation, teaching and others.

Graduates with Psychology degrees are expected to: (1) know about the origins, personalities, theories, and systems that have shaped psychology; (2) be able to write, read and speak about psychological research; (3) have developed the skills of critical analysis necessary to solve problems within scientific context; (4) know how to utilize information technology appropriately within the field; (5) appreciate the interrelationship psychology has with other disciplines within the liberal arts and sciences.

As of August 2013, two concentrations are available to Psychology students. The first is an Experimental Psychology concentration, available for those students with a strong desire to pursue a research track within Psychology. Experimental Psychology provides students with the opportunity to be part of a psychology lab, and run their own experiment with the possibility of presenting the results at a professional conference. Students will develop critical thinking skills, as well as acquire the research experience necessary for the competitive graduate school admissions process.

The second concentration is Forensic Psychology, available for students who wish to further study the interaction of psychology and the law. Students enrolled in this program are exposed to cross-program training with additional classes in Sociology, Political Science, and Forensic Science, which combine to create a better understanding of human behavior and motivation within the context of the legal system. Students are also encouraged to pursue competitive internships to further their exposure to psychology within this context.

A Psychology minor is available for those whose main focus is in another academic area, but who wish to gain insight into psychological principles.

Psychology Major (B.A. degree) Requirements (39-45 hours)

A Bachelor of Arts degree in Psychology requires 36 semester hours required Psychology courses, plus Social Sciences 230, and 6 hours or the equivalent proficiency of a foreign language for a total of 45 hours. The semester hours required for the degree include:

- 24 hours: Psychology 120, 220, 230, 231, 236, 300, 370, 400, and 402.
- 3 hours: Psychology 350 or 360.
- 9 hours: Three additional courses in Psychology depending on student's interests.
- 3 hours: Social Sciences 230.
- 6 hours or the equivalent proficiency of a foreign language.

Psychology Major with Experimental Psychology Concentration (48-54 hours)

A Bachelor of Arts degree in Psychology with Concentration in Experimental Psychology requires 48-54 semester hours including:

- 33 hours: Psychology 120, 220, 230, 231, 236, 300, 325, 350, 360, 370, 400, and 402.
- 6 hours: Combination of PSY 493, 494.
- 6 hours: Two additional courses in Psychology depending on student's interests.
- 3 hours: Social Sciences 230.
- 6 hours or the equivalent proficiency of a foreign language.

Psychology Major with Forensic Psychology Concentration (57-63 hours)

A Bachelor of Arts degree in Psychology with Concentration in Forensic Psychology requires 57-63 semester hours including:

- 33 hours: Psychology 120, 220, 230, 231, 236, 300, 312, 325, 360, 370, 400, and 402.
- 6 hours: Combination of PSY 491, 492, or PSY 495, 496, or Independent Study & Internship hours.
- 15 hours: SOC 102, SOC 246, POS 121, POS 343, FSC 211.
- 3 hours: Social Sciences 230.
- 6 hours or the equivalent proficiency of a foreign language.

Some of the courses required for the concentrations may have pre-requisites within their respective departments that require additional coursework.

Students planning on attending graduate school are encouraged to take as many psychology classes as possible, and to participate in as much research and applied experiences as possible.

Psychology Minor Requirements (18 hours)

The Psychology minor requires 18 hours as follows: PSY 120 and five additional Psychology courses excluding PSY 400 & PSY 402.

Core Curriculum

PSY 120 and 332 partially satisfy 2007 Core Curriculum requirements in History and Social Sciences, Area E-2. Psychology courses that fulfill 2014 Core Curriculum requirements will be designated in future publications.

Technology Requirements for Psychology Major/Minor

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, psychology majors and minors will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel in Windows 365, available free of charge through the Technology Tab in Wolf Den.

Course Descriptions

PSY 120. General Psychology. (3)

An introductory survey of basic principles of behavior; sensation and perception, conditioning and learning, memory and language, emotion and motivation, intelligence, and social influences on behavior, and other current topics appropriate to a general understanding of the broad field of psychology.

Psychology 120 partially satisfies 2007 Core Curriculum requirements in Social Sciences, Area E-2.

Required for Psychology majors, minors, and concentrations.

Offered every semester.

PSY 220. Research Methods for the Social Scientist. (3)

Prerequisite: PSY 120.

A course that introduces students to the basics of research methodology within the social sciences. It focuses on methods of research, as well as experimental design and proper variable manipulation. In addition, the course introduces oversight bodies that govern research within institutions.

Required for Psychology majors and concentrations.

Offered fall semester.

PSY 230. Developmental Psychology. (3)

Prerequisite: PSY 120.

A survey of development across the human life span from conception to death, with special emphasis on the period of most rapid change prior to adulthood.

Required for Psychology majors and concentrations. Offered spring semester.

PSY 231. Abnormal Psychology. (3)

Prerequisite: PSY 120.

A survey of historical and contemporary conceptions of abnormal behavior including assessment, theoretical perspectives, research, and treatment.

Required for Psychology majors and concentrations. Offered fall semester, even-numbered years.

PSY 236. Social Psychology. (3)

Prerequisite: PSY 120 or SOC 101.

A study of the characteristics of individuals in relation to social groups, focusing on interpersonal attraction, aggression, conformity, attitude formation and change, socialization, and small group dynamics.

Psychology 236 and Sociology 236 are cross-listed. Students may receive credit for either, but not for both courses.

Psychology 236 and Sociology 236 can be counted either for the Psychology or the Sociology major, but not for both.

Required for Psychology majors and concentrations.

Offered fall semester, odd-numbered years.

PSY 300. History and Systems. (3)

Prerequisite: PSY 120.

This course will explore psychology's roots and major divisions as defined by the American Psychological Association.

Required for Psychology majors and concentrations.

Offered fall semester.

PSY 311. Tests and Measures. (3)

Prerequisite: PSY 120 or EDU 230.

This course prepares students in the theory of evaluation and statistical treatment of psycho-educational testing.

Offered at departmental discretion.

PSY 312. Applied/Forensic Psychology. (3)

Prerequisite: PSY 120.

An investigation of the practical and professional application of psychological principles, with a focus on the principles of forensic psychology. Students will also receive career information on the graduate training required to prepare for a variety of applied psychology specialties.

Required for Forensic Psychology concentration.

Offered spring semester.

PSY 322. Educational Psychology. (3)

Prerequisite: PSY 120.

An introduction to the research and practices related to the process of education from the perspectives of the professions of education and psychology. Emphasis will be placed on: physical, cognitive, moral and psychological development; learning theory; motivation; the concept of intelligence and the exceptional child; and the nature of testing and assessment in the classroom.

Recommended for those interested in teaching and learning in any setting.

Offered at departmental discretion.

PSY 325. Personality. (3)

Prerequisite: PSY 120.

A survey of major theories and their application to personality assessment and personality development.

Required for Forensic Psychology concentration.

Offered fall semester, even-numbered years.

PSY 330. Theories of Counseling. (3)

Prerequisite: PSY 120.

This course will expose students to several major theories of counseling. Students who are planning careers in psychology, social work, educational guidance, pastoral counseling, and various areas of health care should find the contents of this course especially useful. *Offered at departmental discretion.*

PSY 332. Introduction to the Exceptional Child. (3)

Prerequisite: PSY 120 or EDU 230.

An introduction to atypical or exceptional children in public schools, their special challenges, and ways their specific needs can be met.

A field experience requiring student visits to public schools is required for this course.

Psychology 332 partially meets Core Curriculum requirements in History and Social Sciences, Area E-2.

Offered at departmental discretion.

PSY 340. Psychology of Aging, Dying, and Death. (3)

Prerequisite: PSY 120.

This course offers a broad overview of the psychological aspects of aging, dying, and death. Topics include current American views and issues as well as historical and cross-cultural practices and customs.

Offered at departmental discretion.

PSY 350. Learning & Memory. (3)

Prerequisite: PSY 120.

A study of current theories of how memory, acquisition of new information, forgetting and retrieval are understood.

Required for Psychology majors, or PSY 360 may be substituted; required for Experimental Psychology concentration.

Offered spring semester, odd-numbered years.

PSY 360. Cognitive Psychology. (3)

Prerequisite: PSY 120.

A study of current theories of how memory, acquisition of new information, forgetting and retrieval are understood.

Required for Psychology majors, or PSY 350 may be substituted; required for concentrations.

Offered spring semester, even-numbered years.

PSY 370. Physiological Psychology. (3)

Prerequisite: PSY 120.

An investigation into how the central nervous system works and organizes information for coherent behavior and thought processes. Injury and pathology of the central nervous system will also be studied.

Required for Psychology majors and concentrations.

Offered fall semester.

PSY 400. Ethics in Psychology. (1)

Prerequisite: PSY 120.

Co-requisite: PSY 402

Prerequisite or co-requisite: SSC 230.

A seminar class examining the development of the American Psychological Association code of ethics as it pertains to research in the social sciences.

Open to juniors and seniors only. Required for Psychology majors and concentrations.

Offered spring semester.

PSY 402. Advanced Research Experience in Psychology. (2)

Prerequisite: PSY 120 PSY 220.

Co-requisite: PSY 400

Prerequisite or co-requisite: SSC 230.

A laboratory class in which students design and conduct psychological experiments. A formal presentation of results will be presented before the instructor and other class members.

Open to juniors and seniors only. Required for Psychology majors and concentrations.

Offered spring semester.

PSY 480. Seminar in Selected Topics. (3)

Prerequisite: PSY 120.

A topic of interest to the student may be investigated in depth. These might include substance abuse, dysfunctional families, suicide, psychotherapy, etc.

Open to juniors and seniors.

Offered at departmental discretion.

PSY 485. Seminar in Professional Topics. (3)

Prerequisite: PSY 120.

This course will focus on classic and contemporary studies which have contributed significantly to our view of modern psychology. Additionally, the practical concerns of preparing for careers and graduate school opportunities will be explored.

Open to juniors and seniors. Offered at departmental discretion.

PSY 491, 492. Independent Study. (1-3)

Guided research in Psychology.

Open to Psychology majors with a “B” average and with the approval of the instructor.

Required for Forensic Psychology concentration (6 hours) or a combination of PSY 491, 492 & PSY 495, 496, for a total of 6 hours.

Offered at departmental discretion.

Subject to rules and regulations on page 61.

PSY 493, 494. Independent Study in Lab Psychology. (1-3)

Prerequisites: PSY 120, PSY 220, PSY 400/402.

An independent study course involving membership in a psychology lab for a 6 credit or one-year duration (if 3 hours are taken in fall and spring). Students will work on research projects pertaining to the lab as a whole, or individual projects at faculty discretion. Students must be enrolled in the Experimental Psychology concentration.

Limited to majors in Psychology with a “B” average and the approval of the instructor.

Required for Experimental Psychology concentration. Lab Fee:\$30

Offered at departmental discretion. Subject to regulations and restrictions on page 62.

PSY 495, 496. Internships. (1-3)

Internships or practical experience in an approved program of study.

Limited to majors in Psychology with a “B” average and the approval of the instructor.

Required for Forensic Psychology concentration (6 hours) or a combination of PSY 495, 496 & PSY 491, 492 for a total of 6 hours. Lab Fee: \$30

Offered at departmental discretion.

Subject to regulations and restrictions on page 62.

Religion (REL), Philosophy (PHI), and Church Leadership

Department of Humanities

Dr. David Rachels, Department Chair

Religion and Philosophy Faculty:

Professor: Wayne Kannaday, Ph.D.

Associate Professors: Mike Beggs, Ph.D.; Christian Hipp, Ph.D.; Christina Wendland, Ph.D.

Instructor: Terry Dohm, Ph.D.

Adjunct Faculty: Jimmy J. Montgomery, D. Min.

The study of religion and philosophy is one of the most rewarding academic pursuits a student might wish to undertake in his or her college career. The personal benefits are well-known: the study of religion and philosophy allows one to explore life’s most important and challenging questions: from “What is the nature of reality?” and “Can God’s existence be determined by reason or by faith alone?” to “What is the best sort of life to lead?” and “How do we understand and live with religious differences?” Courses in religion and philosophy challenge students to find answers to these questions while exposing them to thousands of years of conversation on life’s most pressing themes.

Often overlooked, though, are the practical rewards of studying religion and philosophy. And there are many of them. Among the skills most prized by businesses today are strengths in written communication and analytical thinking as well as creative aptitude. Students who study religion and philosophy are trained to analyze and construct arguments and to evaluate ideas while creatively articulating their own. Because of their skills in reading, writing and critical thinking, students who major in philosophy and religion consistently score in the highest percentiles for professional and graduate school exams. The study of religion and philosophy not only prepares one for a career in teaching; students who major and minor in these areas are regularly admitted into law school, medical school, and other pre-professional and graduate programs. In short, while religion and philosophy are intrinsically worthwhile pursuits, they continue to prove among the most practically valuable disciplines in the liberal arts and sciences.

The disciplines of Religion, Philosophy, and Church Leadership provides three different services to the students of Newberry College:

1. For students seeking preparation for graduate/professional school or for personal growth, the College offers a B.A. in Religion and Philosophy with concentrations either in Religion or Philosophy.

2. For students who feel called to ministry through the Church either in an ordained or lay capacity, the College offers a B.A. in Church Leadership with concentrations in Church Administration, Church Music, Youth Ministry and Christian Education. This degree provides more practical training and experiences than the B.A. in Religion and Philosophy. The degree achieves a balance between practical application and academic reflection that is particularly useful for lay church leaders but also beneficial for those planning to attend seminary.

3. For students whose plans do not involve extensive preparation in the areas of Religion and Philosophy, the department offers a number of Core Curriculum offerings to fulfill the Section F (Religion and Ethics) portion of the Core Curriculum. In addition, students may take HUM 250 Masterworks of Civilization, PHI 101, or any 200 level or above Philosophy course to complete core requirement C-2 (Humanities and Fine Arts) and PHI 110 Logic to complete core requirement D-3 (Natural Sciences and Math).

Minors offered in Religion, Philosophy, and Church Leadership insure that every student at Newberry College has opportunities to explore these three areas of study and life preparation to the extent that she or he chooses.

Religion and Philosophy Major with Religion Concentration

The Religion concentration at Newberry College is designed to equip students with the literary, historical and analytical facilities necessary for the academic investigation and exploration of the sacred writings, doctrines, and history of the Judeo-Christian tradition. As a result of the structured emphasis, program participants will have the opportunity to acquire wide-ranging familiarity with the Bible in its historical and literary context. This concentration is highly recommended for students who wish to pursue a terminal degree in any sub-field of religious studies, such as biblical studies, history, or theology. Students seeking seminary training who wish to strengthen their academic religious preparation should strongly consider this concentration, while those seeking greater balance between practical Christian service and academic preparation should investigate the B.A. in Church Leadership. In addition, students in any number of professional fields that require facility in working with historical documents or sensitivity to multi-cultural and ecumenical diversity will find the skills and insights honed in this discipline useful. Naturally, any investigation in the fields of Religion and Philosophy provides opportunities for spiritual and personal enrichment.

Religion and Philosophy Major (B.A. degree) Requirements with Religion Concentration (39 hours)

Students who wish to concentrate their studies in Religion can earn a B.A. in **Religion and Philosophy**. The major requires a minimum of 39 semester hours and consists of the following courses: the 12 hour Religion and Ethics Core Requirement, Area F; 6 hours of a foreign language; REL 301, REL 350 or PHI 311; 300-400 level Philosophy course other than PHI 311 (3 hours); one course from REL 481/482 Seminar; PHI 499 or REL 499; two additional 3 hour courses (200 level or above) from the Department, for a total of 39 hours. In addition, all Religion Majors and Minors are required to sign up for HUM 100 each semester they are in residence (1 hour per semester – these hours do not count toward the 39 hours of the degree – petitions to waive this requirement may be submitted each semester to the Department Chair).

Religion Minor Requirements (21 hours)

A minor in Religion requires completion of the 12 hour Religion and Ethics Core requirements, Area-F, and three additional courses in Religion (200 level or above). In addition, upon declaring, Religion minor students will be required to enroll in HUM 100 each semester of residence (1 hour per semester – these hours do not count toward the 21 hours for the minor – petitions to waive this requirement may be submitted each semester to the Department Chair).

Philosophy Concentration

The Philosophy program at Newberry College is structured to provide students with exceptional training in Ethics and the History of Philosophy. Philosophy is one of the oldest academic disciplines, aimed to develop students' proficiencies in critical thinking through investigations of topics related to value, truth, morality, selfhood, and the acquisition of knowledge. In addition, the study of Philosophy is guided by an appreciation of the contributions of past thinkers to our contemporary understanding of these topics.

Religion and Philosophy Major (B.A. degree) Requirements with Concentration in Philosophy(39 hours)

Students who wish to concentrate their studies in Philosophy can earn a B.A. in **Religion and Philosophy**. The major requires a minimum of 39 semester hours and consists of the following courses: completion of the 12 hour Religion and Ethics Core Requirements; 6 hours of a foreign language; REL 350 or PHI 311; a 300-400 level PHI other than PHI 311 (3 hours); one course from PHI 481/482 Seminar; PHI 499 or REL 499; and three additional 3 hour courses (200 level or above) from the Department, for a total of 39 hours. In addition, all Philosophy Majors and Minors are required to sign up for HUM 100 each semester they are in residence (1 hour per semester – these hours

do not count toward the 39 hours of the degree – petitions to waive this requirement may be submitted each semester to the Department Chair).

Philosophy Minor Requirements (21 hours)

A minor in Philosophy requires 21 hours of course work including: PHI 110, 201, and 202; either PHI 120, 220, or 312; and three additional courses in Philosophy. In addition, upon declaring, Philosophy Minor students are required to sign up for HUM 100 each semester they are in residence (1 hour per semester – these hours do not count toward the 21 hours of the minor – petitions to waive this requirement may be submitted each semester to the Department Chair).

2007 Core Curriculum

All philosophy courses **except Philosophy 110** satisfy the 2007 Core Curriculum, Area C-2. Philosophy 110 satisfies the Core Curriculum requirements in Mathematics, Area D-3. Philosophy 110 does NOT satisfy Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

Church Leadership Major (B.A. degree) Requirements (50-55 hours)

The call to servant leadership in the church can take many forms and involve many skills; therefore, Newberry College has developed a flexible degree designed to help students tailor their skills to match their call. Students who wish to blend academic preparation with practical leadership experiences may complete the **B.A. in Church Leadership**. This course of study will provide students with broad exposure to the range of disciplines in the field of religion and develop a basic skill set suitable for a specific area of Church Ministry/Leadership.

Requirements include a total of 50-55 hours: 12 hours to complete The Religion and Ethics Core Requirements; 6 hours of a foreign language; a minimum of 16 additional hours for a total of 28 hours from the Department (Courses listed below must be included in the 28 hours) and the courses listed under one of the four Church Leadership concentrations. In addition, all Church Leadership Majors and Minors are required to sign up for HUM 100 each semester they are in residence (1 hour per semester – these hours do not count toward the 50-55 hours of the degree – petitions to waive this requirement may be submitted each semester to the Department Chair).

- REL 203. From the Apostles to the Reformers (100-1550) 3 hours
- REL 220. Religions of the World 3 hours
- REL 301. Jesus: His Religion & Teachings 3 hours
- REL 350. Systematic Theology or PHI 311 Philosophy of Religion..... 3 hours
- Either REL 250. Christian Vocation and Church Leadership (1),
or COL 300. Learning Leadership (1),
or HUM 300. Profiles in Leadership (2) 1-2 hours
- REL 495. Christian Vocation Internship 3 hours

Religion and Philosophy Total 28-29 hours
Concentration 16-21 hours

Concentrations:

Church Leadership Major with Church Administration Concentration (18 hours)

- ACC 210. Principles of Financial Accounting 3 hours
- ECO 210. Principles of Macroeconomics 3 hours
- Either COM 121. Intro. To Media Writing or ART 320 Web Design..... 3 hours
- Either BUA 260. Principles of Management and
 BUA 462. Organizational Behavior or PSY 120. General Psychology
and PSY/SOC 236 Social Psychology 6 hours
- 3 Hours of Approved Business Administration or Psychology 3 hours

Church Leadership Major with Music Ministry Concentration (21 hours)

- MUA 101. Elementary Piano Class 2 hours
- MUS 100. Repertory Seminar, 4 semesters 0 hours
- MUS 151. Music Literature 3 hours
- MUS 343. Hymnody and Liturgy 3 hours
- MUS 377. Choral Conducting 2 hours
- MUS 483. Practice of Church Music 3 hours
- Applied Music: Organ or Voice (6 hours), Piano (2 hours) 8 hours

Church Leadership Major with Youth Ministry Concentration (16 hours)

PSY 120. General Psychology	3 hours
PSY 230. Developmental Psychology	3 hours
PHE 117. First Aid	1 hour
PHE 211. Community & Church Recreation	3 hours
REL 340. Youth Ministry	3 hours
Approved Art, Music, or Theatre	3 hours

Church Leadership Major with Christian Education Concentration (16 hours)

PSY 120. General Psychology	3 hours
PSY 230. Developmental Psychology	3 hours
PHE 117. First Aid	1 hour
PHE 211. Community & Church Recreation	3 hours
REL 330. Christian Education	3 hours
Approved Art, Music, or Theater	3 hours

Church Leadership Minor (22-23 hours):

A Minor in Church Leadership requires completion of the 12 hour Religion and Ethics Core requirements and the courses specified below for a minimum total of 22-23 hours within the Department.

In addition, upon declaring, Church Leadership Minor students will be required to enroll in Hum 100 each semester of residence (1 hour per semester – these hours do not count toward the 22-23 hours for the minor petitions to waive this requirement may be submitted each semester to the Department Chair).

REL 203. Church History	3 hours
REL 220. World Religions	3 hours
REL 301. Jesus: His Religion & Teachings	3 hours
REL 350. Systematic Theology or PHI 311 Philosophy of Religion	3 hours
REL 495. Christian Vocation Internship	3 hours
Either REL 250. Christian Vocation and Church Leadership (1), or COL 300. Learning Leadership (1), or HUM 300. Profiles in Leadership (2)	1-2 hours

Academic Requirements toward Associates in Ministry (AIM) Certification

The College is pleased to be able to offer Lutherans the opportunity to complete the academic requirements toward Associates in Ministry (AIM) certification. Successful candidates under the guidance of their synod will be enrolled in an officially recognized roster for lay ministry.

Candidates for AIM Certification must also complete:

REL 302. Hebrew Prophets	3 hours
REL 322. History of Lutherans and Lutheranism	3 hours
REL 380. Lutheran Theology & Confessional Writings	3 hours

Church Leadership Minor toward AIM Certification (25-26 Hours)

A Minor in Church Leadership that fulfills AIM Certification requirements includes completion of the 12 hour Religion and Ethics Core requirements, Area F, and the courses specified below for a minimum total of 25-26 hours within the Department. In addition, upon declaring, Church Leadership Minor students will be required to enroll in Hum 100 each semester of residence (1 hour per semester – these hours do not count toward the 22-23 hours for the minor – petitions to waive this requirement may be submitted each semester to the Department Chair).

REL 301. Jesus: His Religion & Teachings	3 hours
REL 302. Hebrew Prophets	3 hours
REL 322. History of Lutherans and Lutheranism	3 hours
REL 350. Systematic Theology	3 hours
REL 380. Lutheran Theology & Confessional Writings	3 hours
REL 495. Christian Vocation Internship	3 hours
Either REL 250 Christian Vocation and Church Leadership (1 hr), or COL 300 Learning Leadership (1 hour), or HUM 300 Profiles in Leadership (2 hours)	1-2 hours

Core Curriculum

2007 Core Curriculum: Religion 110 partially satisfies the core requirements in Religion, Area F-1b. Any religion courses or ethics courses not expressly prohibited may be used to satisfy the remaining Core Curriculum requirements in Religion, Area F-1b.

Religion 111 and 112 fulfill requirements for the Core, Area-F-1a.

Humanities 250 and any **PHI course** (except: PHI 110, 120, 220 or 312) may be used to satisfy the Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

Philosophy 120, 220, and 312 and **Religion 213** (also BUA 311 and SCI 114) satisfy the Core Curriculum requirements in Religion, Area F-3.

Philosophy 110 (Logic) satisfies Core Curriculum requirements in Natural Sciences and Mathematics, Area D-3.

All **Philosophy** courses, **except PHI 110**, fulfill Core C-2 requirements.

No Religion courses may be used to fulfill either Core C-1 or C-2 requirements.

2014 Core Curriculum: Courses numbered from REL 121-REL 129 fulfill 2014 core requirements for Religion.

Humanities Courses

Humanities courses are designed as interdisciplinary courses drawing upon the resources of two or more disciplines in the examination of an issue pertinent to a liberal arts education. These are by no means the only interdisciplinary courses offered at Newberry but those listed under the Humanities heading are coordinated through the Department of Religion, Philosophy, and Church Leadership.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, religion students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

REL 110. The Biblical Heritage. (3)

A study of the life, faith, and history of ancient Israel, early Judaism, and early Christianity through an examination of selected portions of the Old and New Testaments, with stress upon their relevance for modern humanity. *Partially satisfies 2007 Core Curriculum requirements in Religion, Area F-1b.*

Offered every semester.

REL 111. Hebrew Scriptures. (3)

This course provides an overview of the social and historical context of the ancient Israelite society (from the age of the Patriarchs to the emergence of Second Temple Judaism), the literary character of the scriptures it produced and the theological content of those scriptures.

Satisfies 2007 Core Curriculum requirements in Religion, Area F-1a.

REL 112. New Testament. (3)

This course provides an overview of the emergent Christian community of the early Christian era (from the time of Jesus to the end of the Apostolic Age), the literary character of the scriptures it produced and the theological content of those scriptures.

Satisfies 2007 Core Curriculum requirements in Religion, Area F-1a.

NOTE: Students may not take both REL 110 and the REL 111-112 sequence as their content will overlap.

REL 121. Sex in the Bible. (3)

This course examines the multi-faceted biblical perspectives of sex. Focusing on topics such as God's gender, rape, homosexuality, prostitution, pre-marital sex, divorce, and others, students will explore biblical laws and narratives that impact public debate on issues such as same-sex marriage and abortion.

This course has no prerequisites and fulfills the REL requirement of the 2014 Core.

REL 122. The Bible and the Courts. (3)

America's Founding Fathers upheld two central principles regarding religion popularly summarized as 1. Freedom of Religion and 2. Separation of Church and State. This course will explore contemporary efforts to uphold these two principles resulting in civil and legal disputes. The class will engage in basic exploration of key legal rulings and biblical exposition of the values and beliefs which have been central to these rulings.

This course has no prerequisites and fulfills the REL requirement of the 2014 Core.

REL 123. The Bible as Literature. (3)

This course explores the Bible as a sublime anthology of ancient prose and poetry that forms the fountainhead of western literature and culture. Participants will study the literary features of a number of selected texts, and develop skills essential for interpreting its texts of wide-ranging genres and understanding its layered meanings.

This course has no prerequisites and fulfills the REL requirement of the 2014 Core.

REL 203. From the Apostles to the Reformers (History of Christianity I; ca. 100-ca. 1550). (3)

This course examines the institutional, intellectual, and social developments in the history of Christianity from its beginnings to the Reformation. Issues such as the relationship between church and state, theology and philosophy, piety and culture will be traced and analyzed in the wider context of the history of the Mediterranean and Western Worlds from later antiquity to the Reformation.

This course may be taken by History Majors to complete degree requirements in the field of History (see pages 148-152). Satisfies 2007 Core requirement F-2.

REL 207. From the Reformation to the Present (History of Christianity II; ca. 1500-Present). (3)

This course examines the history of Christianity from the Protestant Reformation through the emergence of the modern era to contemporary events in Christian History. Particular attention will be given to the rise of denominationalism, the history of Christianity in America, various reaction to modern social, political, and scientific theory, and the encounter of Christianity with non-European cultures through missionary and colonizing activity.

This course may be taken by History Majors to complete degree requirements in the field of History. (see pages 148-152). Satisfies 2007 Core requirement F-2.

REL 213. Christian Ethics in a Changing Society. (3)

Prerequisites: REL 110 or REL 111 and 112.

An investigation of the resources within the Christian faith for making moral decisions with respect to the scientific, social, economic, political, and personal problems in the contemporary world.

Offered at departmental discretion. Satisfies 2007 Core requirement F-3.

REL 220. Religions of the World. (3)

The history, beliefs, and practices of major non-Christian religions, including Buddhism, Confucianism, Hinduism, Islam, Judaism, and Taoism.

Offered at departmental discretion. May be taken to satisfy 2007 Core requirement F-1b along with REL 110.

REL 230. Special Topics in Religion. (3)

Prerequisites: REL 110, REL 111, or REL 112.

This course provides an examination of specific topics related to the Christian engagement in contemporary society. Designed for the non-major and ideally suited for completion of Core Requirement F, 1-b or the pursuit of topics on general interest, this course provides students and faculty an opportunity to explore biblical interpretation and religious engagement in the practical concerns of contemporary society.

Satisfies 2007 Core requirement F 1-b. (Students who take REL 111 or REL 112 may not count REL 230 toward satisfying 2007 Core Requirement F).

REL 250. Christian Vocation and Church Leadership. (1)

A study of the call to Christian service in the Church and the world. This course will examine the concepts of ministry and the call, the nature and structure of the Church, contemporary issues facing the Church, as well as resources and programs used by the Church to promote faith and service in local congregations. This course is open to students of all denominations and religious traditions.

Offered at departmental discretion. This course may not be taken to fulfill any Core requirement.

REL 290. Religion and Popular Culture. (3)

This course explores the wide variety of religious perspectives and values communicated through the arts most accessible to the general public. Movies, television, music, and web-based communication will provide opportunities for investigation into and reflection on the role that religious ideas and values play in contemporary American society. *Offered at departmental discretion. May be taken to satisfy 2007 Core requirement F-1b along with REL 110.*

REL 301. Jesus: His Religion and His Teachings. (3)

Prerequisites: REL 110 or REL 112 completed with a grade of "C+" or better.

The character, ministry, and teaching of Jesus Christ, based upon the New Testament, including an examination of modern interpretations of Jesus.

Offered alternate years. May be taken to satisfy 2007 Core requirement F-1b along with REL 110.

REL 302. The Hebrew Prophets: Their Times and Message. (3)

Prerequisites: REL 110 or REL 111 completed with a grade of "C+" or better.

A study of the development, characteristics, and messages of selected major and minor prophets of Israel and Judah, with an emphasis upon their relevance for contemporary life.

Offered alternate years. May be taken to satisfy 2007 Core requirement F-1b along with REL 110.

REL 303. Paul: His Life, Writings, and Continuing Impact. (3)

Prerequisites: REL 110 or REL 112 completed with a grade of "C+" or better.

A survey of the life of Paul and the development of his theology in response to the problems and heresies he faced as an apostle and a missionary, with a consideration of their impact upon 20th century theology.

Offered alternate years. May be taken to satisfy 2007 Core requirement F-1b along with REL 110.

REL 305. The General Epistles and the Johannine Literature. (3)

Prerequisite: REL 110 or REL 112 completed with a grade of "C+" or better.

A study of the non-Pauline epistles in the New Testament and those writings associated with the name of John, including Revelation.

Offered alternate years. May be taken to satisfy 2007 Core requirement F-1,b along with REL 110.

REL 310. American Religious History. (3)

A study of the major trends, issues, persons, and movements in American religious history in their social, cultural, and political contexts.

Offered at departmental discretion. This course may be taken by History Majors to complete degree requirements in the field on History (see pages 148-152).

REL 320. African-American Religious History. (3)

A study of the major trends, issues, persons and movements in African-American religious history. Special attention will be paid to Civil Rights, sociological factors affecting religion in America, and the politics of Religion.

Offered at departmental discretion.

REL 322. History of Lutherans and Lutheranism. (3)

This course investigates the unique character of Lutheranism as a Christian faith. People, places, and events important in shaping the contemporary Lutheran Church will be examined in an effort to help students clarify their own Christian identities.

Satisfies 2007 Core requirement F-2.

REL 330. Christian Education. (3)

This course will provide a very practical introduction to the problems encountered and "best practices" employed by Church Leaders in the area of Christian Education. Attention will be paid to curriculum selection or development, effective teaching methods, volunteer teacher recruitment and training, and issues related to staff and supervisory boards.

Does NOT satisfy 2007 Core Curriculum requirements for Religion & Ethics, Area F.

Offered at departmental discretion.

REL 340. Youth Ministry. (3)

This course will provide a very practical introduction to the problems encountered and “best practices” employed by Church Leaders in the area of Youth Ministry. Attention will be paid to youth outreach and support strategies, program organization, curriculum selection or development, effective teaching methods, unique challenges and issues related to pre-adolescent and adolescent youth, and issues related to staff and supervisory boards.

Does NOT satisfy 2007 Core Curriculum requirements for Religion & Ethics, Area F.

Offered at departmental discretion.

REL 350. Systematic Theology. (3)

This course examines the main themes of Christian theology in their classical formulation, traditional development, and contemporary expression. A seminar approach will be adopted in the course. Students will actively cooperate in developing the course content through the completion of reading assignments, outside research, formal presentation of material, and participation in discussion and debate. The textbook and instructor will serve primarily to describe the content and variety of influential positions taken on the main themes in theology. Students will take the initiative in advancing and defending particular views on the issues described.

Offered alternate years. May be taken to satisfy 2007 Core requirement F-1,b along with REL 110.

REL 380. Lutheran Theology & Confessional Writings. (3)

Selections from Luther’s works, the Augsburg Confession and subsequent Lutheran writings will guide the student’s investigation of her or his own confessional understanding of the Christian faith.

Satisfies 2007 Core Requirement F-2.

REL 481, 482. Seminar on Religious Issues. (1-3, 1-3)

Prerequisites: REL 110 or REL 111 and 112 and at least one 300 level course in Religion.

An intensive study of a question or problem in Biblical studies, religious history, or a current religious movement or issue. *This course may NOT be taken to complete Core requirements.*

REL 491. Independent Study. (1-3)

Open only to juniors and seniors of demonstrated ability majoring or minoring in Religion and Philosophy. Subject to rules and regulations on page 61.

REL 495. Christian Vocation Internship. (3)

Prerequisites: Junior or Senior classification and approval of Religion & Philosophy Faculty advisor. Students will be matched up with an internship opportunity which matches the student’s expressed interest in Church Leadership. Every effort will be made to place students in an internship experience which both exhibits some of the “best practices” in their chosen field of leadership and reflects the denominational/ theological affiliations of the student intern.

Subject to regulations and restrictions on page 62. Offered at departmental discretion.

REL 499. Senior Essay. (3)

A project requiring scholarly research and culminating in the public presentation of a formal paper.

Subject to rules and regulations on page 62. Offered at departmental discretion.

Science (SCI)

Department of Sciences and Mathematics

Dr. Christina McCartha, Department Chair

Science Faculty:

Assistant Professor: Laura Lanni, Ph.D.

Adjunct Instructor: Carmella Powell, M.A.T.

Laboratory Fee

A \$95 fee is charged each semester for each laboratory course. Lab courses receive four semester hours of credit.

Core Curriculum

SCI 110, 112, and 120 partially satisfy **2007 Core Curriculum** requirements in Natural Sciences and Mathematics, Areas D-1 and D3. SCI 321 does NOT satisfy 2007 Core Curriculum requirements, Area D.

SCI 110 and 120 satisfy **2014 Core Curriculum** requirements in Lab Science.

Technology Requirements

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, students in the Department of Sciences and Mathematics will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

SCI 110. Introduction to Earth Science. (4)

An introduction to astronomy, oceanography, geology, and meteorology. Three lecture and three laboratory hours per week. *Required of all teacher education students. A laboratory fee of \$95 is charged for this course. Offered every semester.*

SCI 114. Scientific Ethics. (3)

Application of scientific principles and scientific method to problems and decisions confronting society. Students will study major ethical and moral issues and their application in science. Students will study the historical development and perspectives of science. Designed for the non-major. Three lecture hours per week. *Offered at departmental discretion. Satisfies Ethics (ET) 2014 core requirement. Satisfies 2007 Core curriculum requirements for Religion and Ethics, Area F.*

SCI 120. Introduction to Physical Science. (4)

Prerequisite: MAT 099 or 100 level MAT or 200 level MAT.

A survey of chemistry and physics of the natural world. Topics include properties of matter, elements, the Periodic Table, chemical reactions, forces, Newton's Laws of Motion, time-distance relationships, energy, electricity, magnetism, and sound. Three lecture and three laboratory hours per week. *Required of all Elementary Education majors. Offered every semester. A laboratory fee of \$95 is charged for this course.*

SCI 321. Methods of Teaching Secondary Science. (3)

Prerequisites: BIO 121, CHE 114, and EDU 300.

Pre-requisite: Successful admission to the Teacher Education Program.

Practical training in the teaching of science on the secondary level. Emphasis will be on the current types and patterns of science programs that adhere to the National Science Education Standards for teachers and for grades 9-12. Topics will include discussion of teaching strategies, laboratory management, planning for instruction, demonstrations, and laboratory experiences involving inquiry. The use of technology in the classroom and laboratory will be emphasized. Various types of assessment as well as safety and health responsibility will be discussed. Three lecture hours per week. *24 hours of field experience with a certified science teacher will be required. Required for teacher certification in the natural sciences. Does NOT satisfy 2007 Core Curriculum requirements for Natural Sciences and Mathematics. Offered at departmental discretion. A \$100 Teacher Education Program fee is charged.*

Social Media (SOM)

Department of Arts and Communications
Mr. Patrick Gagliano, Department Chair

Social Media Faculty:
Associate Professor: Tania Sosiak, M.I.D.

Department of Arts and Communications Mission and Values Statement:

The Department of Arts and Communications prepares students for successful academic careers, vocations, and the ability to make a positive artistic impact on their communities. Through theory and application, and by nurturing skills in performing, visual, and mass communications arts, the Department exposes students to a variety of media, performance, and technological experiences that may serve to expand each student's vision beyond the traditional forms.

Social Media Program Mission Statement:

The social media program provides students with critical thinking in a multi-disciplinary environment that includes Graphic Design, Communications, Marketing, MIS, Social Psychology, Statistics and Social Media. Students will be provided an opportunity to gain analytical thinking opportunity, to be creative, and gain insight into research and marketing skills.

Social Media Program Learning Outcomes:

1. *Develop strong brand knowledge and recognition using various social media platforms such as Facebook, Twitter, YouTube, Wordpress, Hootsuite, Google Analytics, Pinterest, LinkedIn, and others.*
2. *Develop strong ability to convert research data into insightful, actionable business strategies.*
3. *Develop and execute social media campaigns to support traditional media activities.*
4. *Develop ability to think critically and creatively using verbal and written communications skills.*
5. *Develop a plan to execute social media tracking and insight which will inform, educate, and empower business to maximize its marketing efforts in the social media arena by using best practices to optimize viewership, site visitation, and app usage.*

Major Requirements

Students pursuing a B.A. degree and majoring in Social Media must complete a total of 48 semester hours in a prescribed course of study.

Social Media Major (B.A. degree): (48 hours)

Students majoring in Social Media must complete SOM 101, SOM 202, SOM 301, SOM 480, GPD 161, GPD 220, GPD 261, GPD 320, COM 121, COM 231, COM 370, BUA 220, MIS 210, MIS 320, SSC 230 and PSY 236 for a total of 48 hours.

Social Media Minor (18 hours)

The Social Media minor requires SOM 101, SOM 202, GPD 161, GPD 320, COM 121, and SSC 230 for a total of 18 hours.

Fees: SOM 101, 202, 301, and 480—A fee of \$95 is charged.

Core Curriculum

The following Social Media courses meet 2014 Core Curriculum requirements:

SOM 101 *Introduction to Social Media* (GL 2) satisfies Core Curriculum requirements in Global Learning.

Course Descriptions

SOM 101. Introduction to Social Media. (3)

This survey course will explore the techniques of social media, in addition to the development and direction of social media as a creative industry. Students will also be exposed to new research and knowledge to the field. They will gain theoretical and professional knowledge that will enable them to understand the key issues and challenges within social media; they will also develop projects in which will simulate social media environments. Student must have a Smartphone and a laptop (*preferably an Apple*).

A \$95 fee will be charged for this class. Offered fall semester.

SOM 101 satisfies the 2014 Core Curriculum requirements for GL 2.

SOM 202. Social Media and Mobile Marketing. (3)

Prerequisite: SOM 101.

This laboratory course will teach the basics of social media and mobile marketing and their integration into an overall digital strategy. Students will work to develop marketing and branding strategies for projects including corporate, non-profit, entertainment or sports, news, and politics. Students will gain the basics of mobile marketing, mobile websites, landing pages and content; they will learn how social media can be effective in building brands how to use those brands in marketing. They will also be introduced to other effective mobile and social media marketing tools such as SMS or texting. Student must have a Smartphone and a laptop (*preferably an Apple*).

A \$95 fee will be charged for this class.

Offered spring semester.

SOM 301. Social Publishing Platforms. (3)

Prerequisites: SOM 101.

In this laboratory course students will learn the essentials of Social Publishing Platforms such as Wordpress. Students will design online websites including content such as writing, video, digital photography and design of site. Students will work with different academic programs to develop social media projects reflecting the needs of that curriculum. In addition, students will learn how to locate online learning resources and how to use photos, videos and audio in their publishing platforms. Student must have a Smartphone and a laptop (*preferably an Apple*).

A \$95 fee will be charged for this class.

Offered fall semester.

SOM 480. Social Media Senior Capstone. (3)

Prerequisites: SOM 101.

This course is designed to provide students with a significant design experience, integration of knowledge from several courses and with it a means to practice project management, writing, and presentation skills. Prior to completing a capstone project, students will develop five smaller projects in the first half of the semester to correspond to the various areas that use social media: corporate, entertainment/sports, non-profit, news, and politics. Based on their interest level, students will then do research and develop a larger capstone project in a singular area of study. Student must have a Smartphone and a laptop (*preferably an Apple*).

A \$95 fee will be charged for this class.

Offered spring semester.

SOM 495. Professional Internship. (1-6)

The internship is an on-campus or off campus supervised experiential education of a Social Media student. It provides an opportunity for practical application of knowledge, skills and abilities acquired in Social Media course work. Student will be exposed to varied protocols, methodologies and practices in a professional working environment. Students will build a professional portfolio and meet with the internship supervisor once a week for project review. Proposals for internships require prior approval of the Department Chair and the Vice President for Academic Affairs. Additional costs may apply when studies involve travel and/or off-campus settings.

Subject to rules and regulations on page 62.

Offered every semester.

Social Sciences (SSC)

Department of Social and Behavioral Sciences

Dr. Vinetta Goodwin Witt, Interim Department Chair

Social Sciences Faculty:

Associate Professor: Marilyn Schroer, Ph.D.

Assistant Professor: Sara Peters, Ph.D.

Technology Requirements for Social Sciences

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, social science students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel in Windows 365, available free of charge through the Technology Tab in Wolf Den.

Course Descriptions

SSC 230. Introduction to Statistics for Social Scientists. (3)

Prerequisite: MAT 121 or higher, excluding MAT 221 or 222.

An introduction to basic skills and concepts. Includes descriptive statistics, hypothesis testing, chi-square, and correlation analysis.

Social Sciences 230 partially satisfies 2007 Core Curriculum requirements in Mathematics, Area D-3.

This course satisfies the Quantitative Literacy criteria (QL) for the 2014 Core Curriculum.

Offered every semester.

Social Work (SWK)

Department of Social and Behavioral Sciences
Dr. Vinetta Goodwin Witt, Interim Department Chair

Sociology Faculty:

Professor: Vinetta Goodwin Witt, Ph.D.

Assistant Professor: Carol Black, Ph.D.

Adjunct Professor: Martha Dorrell, MSW

Technology Requirements for Social Work Minor

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, social work minors will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel through Windows 365 available free of charge through the Technology Tab in Wolf Den.

Course Descriptions

SWK 101. Introduction to Social Work. (3)

An introductory course designed to provide students with an overview of the knowledge, concepts, skills, and practices of social work. The student will also explore career opportunities in the region.

Offered fall semester.

SWK 200. Human Behavior in the Social Environment. (3)

Prerequisite: SWK 101

The study of human development and change over the life span using a multidimensional theoretical framework: biophysical, psychological, and sociological. The students will learn how to use this framework to assess social functioning.

Offered spring semester, odd-numbered years.

SWK 495. Social Work Internship. (3)

Prerequisites: SWK 101 and SWK 200. Must have a minimum of 2.0 in Social Work courses.

Supervised field experience in a social work agency or under the supervision of social workers. Intended for seniors in the Social Work Minor.

Subject to regulations and restrictions on page 62.

Sociology (SOC)

Department of Social and Behavioral Sciences
Dr. Vinetta Goodwin Witt, Interim Department Chair

Sociology Faculty:

Professor: Vinetta Goodwin Witt, Ph.D.

Assistant Professor: Carol Black, Ph.D.

Sociology is the scientific study of human society, social forces, and social interaction. The curriculum and major requirements are designed so that students will:

1) acquire an understanding of the field of sociology, including the sociological perspective, sociological concepts and theories, sociological research methods;

(2) become informed citizens, with a critical understanding of social institutions, social and economic power and inequality, major social issues, the world around them;

(3) develop critical and analytical skills and skills for effective communication;

(4) acquire the basic preparation for careers in research, teaching, community service, social services, criminal justice, management, government, the law, and the ministry.

The Sociology major prepares students for graduate work in sociology, social work, criminal justice or for graduate degrees in law or theology.

Sociology Major (B.A. degree) Requirements (39-45 hours)

Majors in Sociology are required to complete 36 hours in sociology plus Social Sciences 230 for a total of 39 hours as follows:

- 12 hours: Sociology 101, 208, 301, 302; 403
- 6 hours: Two other Sociology courses at the 300-400 level;
- 15 hours: Five other courses in Sociology;
- 3 hours: Social Sciences 230.
- 6 hours or the equivalent proficiency of a foreign language

The sociology major also requires at least two semesters (6 hours) of a foreign language. This requirement can be met by demonstrating competency through placement tests or AP credit.

Sociology Minor Requirements (18 hours)

The Sociology minor requires 18 hours in Sociology: SOC 101, 208, and four Sociology electives.

Criminal Justice Minor Requirements (18 hours)

The Criminal Justice minor requires 18 hours of course work including:

- 9 hours: Sociology 101 or 102; 246; 347;
- 3 hours: Sociology 495 or Sociology 496 (internship in a criminal justice agency);
- 3 hours: Political Science 343.

For Sociology majors the other three hours must be in POS 121, POS 122, POS 228; PSY 236 or PSY 330; FSC 211.

For non-Sociology majors the other three hours must be in SOC 208, SOC 308; POS 121, POS 122, POS 228; PSY 236 or 330; FSC 211.

A student may receive a minor in both Criminal Justice and Sociology but only if the only duplicated courses are SOC 101 and SOC 208. Thus, a Sociology Minor cannot count SOC 246, PSY 236, and SOC 347 if the student counts those courses towards a Criminal Justice Minor.

Social Work Minor Requirements (21 hours)

The Social Work Minor requires 21 hours of course work:

- SWK 101. Introduction to Social Work 3 hours
- PSY 120. General Psychology 3 hours
- SOC 101. Introduction to Sociology 3 hours
- SWK 200. Human Behavior in the Social Environment 3 hours
- SOC 308. Racial and Ethnic Groups 3 hours
- SWK 495. Social Work Internship 3 hours
- ONE 3-hour elective from the following: 3 hours
 - SOC 208. Social Stratification
 - SOC 217. Family and Society
 - SOC 408. Sociology of Poverty and the Welfare State
 - SOC 328. Sociology of Aging
 - POS 122. State and Local Government PSY
 - 230. Developmental Psychology PSY 232.
 - Personality
 - PSY 330. Theories of Counseling

Total: 21 hours required. 6 hours meet Core requirements.

A research course (SOC 302) is strongly recommended.

Core Curriculum

Sociology 101 or 102 partially satisfies 2007 Core Curriculum requirements in History and Social Sciences, Area E-2. Sociology courses that satisfy the 2014 Core Curriculum are designated in the course descriptions.

Technology Requirements for Sociology Major/Minor

To meet Program Learning Outcomes for the academic year 2013-14 and to provide access to technology, sociology majors and minors will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. These laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel through Windows 365 available free of charge through the Technology Tab in Wolf Den.

Course Descriptions

SOC 101. Introduction to Sociology. (3)

An introduction to the study of society and the social forces and patterns of human interaction that shape the world around us.

Required for sociology majors.

Sociology 101 partially satisfies 2007 Core Curriculum requirements in Social Sciences, Area E-2.

Offered every semester.

SOC 102. Social Problems. (3)

An analysis of contemporary American and world social issues focusing on underlying causes and strategies for change; examples include problems of deviance, inequality, substance abuse, discrimination, international tensions, war, and injustice.

Sociology 102 partially satisfies 2007 Core Curriculum requirements in Social Sciences, Area E-2.

Offered every semester.

SOC 208. Social Stratification. (3)

Prerequisite: SOC 101.

Examination of the social, political, and economic consequences of institutionalized inequality in the United States. Focuses on the nature of class, status, and power.

Required for sociology majors and minors.

This course satisfies the Civic Engagement criteria (CE) and the Global Learning criteria (GL) for the 2014 Core Curriculum. Offered fall semester.

SOC 217. Family and Society. (3)

Prerequisite: SOC 101 or SOC 102.

Analysis of the social relationships among people in courtship, marriage, and family situations, interrelations between the family and other parts of the social system.

Offered spring semester, even-numbered years.

SOC 228. Political Sociology. (3)

Prerequisite: SOC 101 or SOC 102.

Analysis of the part power plays in structuring societies and social relationships. Discussions of political, economic, and social power focusing on the underlying and hidden structure of power in society.

Accepted as credit for a political science major.

This course satisfies the Interdisciplinary criteria (IDS) for the 2014 Core Curriculum.

Offered fall semester, even-numbered years.

SOC 236. Social Psychology. (3)

Prerequisite: SOC 101 or PSY 120.

A study of the characteristics of the individual in relation to social groups, focusing on interpersonal attraction, aggression, conformity, attitude formation and change, socialization, and small group dynamics.

SOC 236 and PSY 236 are cross-listed. Students may receive credit for one, but not both courses.

SOC236 and PSY 236 can be counted for the Sociology or the Psychology major, but not for both.

Offered fall semester, odd-numbered years.

SOC 246. Criminology. (3)

Prerequisite: SOC 101 or SOC 102.

Analysis of criminal behavior—the social definition of crime and the criminal, incidence and trends in crime, theories and explanations of crime.

Offered spring semester, odd-numbered years.

SOC 301. Social Theory. (3)

Prerequisites: SOC 101 and one 200 level sociology course or higher.

A study of the work of major sociological theorists with special attention to the social and intellectual contexts within which the theories have been produced.

Required for sociology majors; intended for junior sociology majors.

This course satisfies the Writing Intensive criteria (WI) for the 2014 Core Curriculum.

Offered fall semester, even years.

SOC 302. Social Research. (3)

Prerequisites: SOC 101, SSC 230, or permission of instructor.

The major issues and strategies involved in conducting scientific inquiry in the social sciences. Attention to research design, sampling, causal influence, data collection techniques, and data analysis.

Required for sociology majors; intended for junior sociology majors.

Offered fall semester, odd years.

SOC 308. Racial and Ethnic Groups. (3)

Prerequisite: SOC 101 or SOC 102.

Selected racial, religious, and ethnic minorities and their relationships to the dominant majority. Roots of prejudice and discrimination, the ideology of cultural pluralism, and programs for change.

Offered fall semester, even-numbered years.

SOC 310. Applied Sociology. (3)

Prerequisite: SOC 101 or SOC 102.

This course provides a practical view of the discipline of sociology. The students will use their analytical skills to explain various social issues using contemporary and historical data. Academic and nonacademic careers in sociology will be explored.

Intended for juniors and seniors in the Sociology department. Offered spring semester, even-numbered years.

SOC 317. Sociology of Gender. (3)

Prerequisite: SOC 101 or 102.

Historical, cross cultural and social science perspectives on the roles of men and women. Theory and research on the origins, maintenance, and effects of gender differences involving such institutions as the family, economy, legal and political structures.

This course satisfies the Global Learning criteria (GL) for the 2014 Core Curriculum.

Offered spring semester, even-numbered years.

SOC 326. Problems of Population and Environment. (3)

Prerequisite: SOC 101 or SOC 102.

An investigation of current environmental and population issues including population growth, the energy crisis, limits to economic growth, hunger, pollution, nuclear war, and possible and actual collective responses to these.

This course satisfies the Global Learning criteria (GL) for the 2014 Core Curriculum.

Offered fall semester, odd-numbered years.

SOC 328. Sociology of Aging. (3)

Prerequisite: SOC 101 or SOC 102 or PSY 120.

This course undertakes an examination of theories and concepts concerning aging and the life course. Consideration is given to social, psychological, biological, and cultural aspects of the developmental process of aging. An overview of some of the major issues of aging in modern society will be presented. Students will explore resources for older adults within the Greater Midlands region.

This course satisfies the Interdisciplinary criteria (IDS) for the 2014 Core Curriculum.

Offered spring semester, odd-numbered years.

SOC 347. Criminal Justice and the Law. (3)

Prerequisite: SOC 101 or SOC 102.

Analysis of the American criminal justice system, focusing on the nature of criminal law, roles and functions of police, the criminal justice process, the court system, and treatment of offenders.

Offered fall semester, odd-numbered years.

SOC 403 Sociology Capstone. (3)

Prerequisites: SOC 101, SSC 230, SOC 301, SOC 302 or permission of the instructor.

Must have a minimum GPA of 2.0 in Sociology.

This course serves a culminating experience in which the student must demonstrate and integrated knowledge of social theory, social statistics and social research. The student will develop and present formally original research using the scientific method outlined for social science.

Required for sociology majors: intended for seniors.

This course satisfies the Writing Intensive criteria (WI) for the 2014 Core Curriculum.

Offered every spring semester.

SOC 408. Sociology of Poverty and the Welfare State. (3)

Prerequisite: SOC 101 or SOC 102.

Current theories and research on causes, correlations, and societal responses to poverty.

This course satisfies the Global Learning criteria (GL) for the 2014 Core Curriculum.

Offered spring semester, odd-numbered years.

SOC 480. Seminar on Selected Topics. (3)

Prerequisite: SOC 101.

Open to advanced juniors and seniors with permission of the instructor.

A single topic of interest to faculty and students will be selected. Examples include the terrorism, issues of peace and justice, social movements, juvenile delinquency, social deviance, etc. *Offered at departmental discretion.*

SOC 491, 492. Independent Study. (1-3, 1-3)

Guided research in sociology. Open to sociology majors or minors with a "B" average in Sociology and with the approval of the instructor. *Subject to rules and regulations on page 61.*

SOC 495, 496. Internship. (1-3, 1-3)

Prerequisite: SOC 101, SOC 208. Must have a minimum GPA of 2.00 in Sociology.

Internships or practical experience in some area of social services, community action, or criminal justice.

Limited to senior majors or minors in Sociology, in good standing. Subject to regulations and restrictions on page 62.

Spanish (SPA)

Department of Humanities

Dr. David Rachels, Department Chair

Spanish Faculty:

Professor: Gregory K. Cole, Ph.D.

The Department offers a major and minor in Spanish. The program provides students with the skills and opportunities to achieve ever-greater fluency along with knowledge to make cross-cultural comparisons through the study of the Spanish speaking world. Introductory courses focus on language acquisition along with an introduction to Hispanic cultures. Intermediate courses provide a thorough review of grammatical components and place much more emphasis on listening and speaking skills. Advanced courses continue to develop writing and conversational skills and expand knowledge of the Latino world through the study of culture and literature. Students who have had two or more years of high school Spanish are strongly encouraged to take the Spanish Placement Exam.

The Department also allows students to earn academic credit for study in a Spanish-speaking country. Newberry College has a Cooperating Agreement with Central College in Pella, Iowa, that provides opportunities to study in Mérida, Mexico or Granada, Spain. In addition, there are many other programs available through different universities. Students interested in making a global experience part of their Spanish major or minor should contact Dr. Gregory K. Cole.

Spanish Major Requirements (38 hours)

Requirements for a major in Spanish are 38 hours: SPA 101, 102, 103 (2 hours), 201, 202, 301, 302, and 18 hours of Spanish electives 303 and above. NOTE: Spanish majors who exempt SPA 101, or SPA 101 and 102, will exempt either three or six hours in the major. Exemption is based on scores of examinations administered by the College, Advanced Placement credit, or CLEP scores.

Spanish Minor Requirements (19 hours)

Requirements for a minor in Spanish are 19 hours: SPA 101, 102, 103 (1 hour), 201, 202, and 6 hours in Spanish from the following: SPA 301, 302, 303, 304, 305, 306, 313, and 314. Spanish minors who exempt SPA 101, or 101 and 102, will exempt either three or six hours in the minor. Exemption is based on scores of examinations administered by the College, Advanced Placement Credit, or CLEP scores.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the academic year 2014-15 and to provide access to technology, foreign language students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel, available free of charge in Windows 365, accessed through the Technology Tab in Wolf Den.

Course Descriptions

SPA 101. Elementary Language and Culture. (3)

Elementary Spanish present the essentials of grammar, pronunciation, and vocabulary, with practice in listening, reading, writing, and speaking at the basic level. Brief cultural readings with class discussion.

Does NOT meet core requirements Area C-2.

Offered during fall semester and during Summer Session I.

Satisfies 2014 Core Curriculum requirement for foreign language (FLC).

SPA 102. Elementary Language and Culture. (3)

Prerequisite: Spanish 101 or placement.

The second semester of elementary Spanish continues to present essentials of grammar, pronunciation, and vocabulary, with practice in listening, reading, writing, and speaking. Brief cultural readings with class discussion.

Does NOT meet core requirements Area C-2. Offered during spring semester and during Summer Session I.

SPA 103. Round Table. (1)

One hour a week of conversation and vocabulary building. The goal of this activity is to achieve greater fluency in the spoken language. A maximum of three hours can be earned.

Mandatory two semesters for majors and one semester for minors. Does NOT meet core requirements Area C-2.

Offered every semester.

SPA 105. Spanish for Teachers. (3)

Prerequisite: SPA102 or equivalent; student in Teacher Education program

Intensive study of aural/oral skills designed to help future teachers communicate effectively with Hispanic students and parents.

Does NOT meet core requirements Area C-2. Offered at departmental discretion.

SPA 201, 202. Intermediate Language Study. (3, 3)

Prerequisite: SPA 102 or equivalent.

Intermediate Spanish reviews and expands grammar study, combining cultural and literary readings with class discussion to continue development of speaking and analytical skills.

SPA 201 offered fall semester. SPA 202 offered spring semester.

SPA 301, 302. Spanish and Spanish-American Civilization and History. (3, 3)

Prerequisite: SPA 102 or equivalent.

Chronological study of Spanish or Spanish-American culture and its manifestations (politics, socio-economic life, art, music, literature). Spain and Spanish-America offered alternately.

Offered at departmental discretion.

SPA 303, 304. Survey of Spanish and Spanish-American Literature. (3, 3)

Prerequisite: SPA 102 or equivalent.

Study of the literature of the Spanish-speaking world from its beginnings to the present.

Offered at departmental discretion.

SPA 305. Conversation and Composition. (3)

Prerequisite: SPA 102 or equivalent.

Intensive course in the development of aural-oral and written skills.

Offered at departmental discretion.

SPA 306. Contemporary Hispanic Literature. (3)

Prerequisite: SPA 102 or equivalent.

Readings from the 20th century to the present. *Offered at departmental discretion.*

SPA 307. An Introduction to Business Spanish. (3)

Prerequisite: SPA102 or equivalent.

Basic business vocabulary and usage, and reading and writing skills for everyday office operations. Students acquire practical skills that can enable them to participate in the Spanish speaking business world.

Offered at departmental discretion.

SPA 313, 314. Advanced Conversation in Literature & Culture I, II. (3, 3)

Prerequisite: SPA 102 or equivalent.

Intensive study of aural-oral skills, with additional practice in the Spanish sound system.

Offered at departmental discretion.

SPA 490. Special Studies. (1-12)

Studies in specific disciplines taught on an individual basis or in various settings, including study-abroad programs.

May repeat two times maximum. Proposals for Special Studies require prior approval of the Department Chair and the Vice President for Academic Affairs. Additional costs may apply when studies involve travel or off-campus settings.

SPA 491, 492. Independent Study. (1-3, 1-3)

Prerequisites: senior standing and minimum of two 300 level Spanish courses.

Independent Study courses may be taken for six hours maximum. SPA 491 or 492 are intensive reading and research courses designed for the senior year. Regular consultations with professor and Level 3 research paper required.

Offered with approval of the professor. Subject to rules and regulations on page 61.

SPA 499. Senior Essay. (1-3)

Prerequisites: senior standing and minimum of two 300 level Spanish courses.

A project requiring scholarly research. *Offered with approval of the professor.*

Subject to rules and regulations on page 62.

Theatre (THE) and Speech (SPE)

Department of Arts and Communications

Mr. Patrick Gagliano, Department Chair

Theatre and Speech Faculty:

Professor: Patrick Gagliano, M.F.A.

Associate Professor: Matthew Fuller, M.F.A.

Assistant Professor: Mandy L. Butler, M.F.A.

Adjunct Faculty: Neill Hance, M.F.A.

Department of Arts and Communications Mission and Values Statement:

The Department of Arts and Communications prepares students for successful academic careers, vocations, and the ability to make a positive artistic impact on their communities. Through theory and application, and by nurturing skills in performing, visual, and mass communications arts, the Department exposes students to a variety of media, performance, and technological experiences that may serve to expand each student's vision beyond the traditional forms.

Theatre Program Learning Outcomes:

1. *Recognize and practice the professional approach to theatrical production*
2. *Enhance interpersonal, group communication, organizational, listening and evaluative skills*
3. *Develop individual talents and gain experience in performance studies for graduate studies and/or work in the field*
4. *Understand concepts of spontaneity, creativity, and emotional freedom as related to the craft of acting*
5. *Increase student knowledge and gain experience in selected areas of technical theatre for graduate studies and/or work in the field*
6. *Meet required standards regarding use of positive and flexible vocal qualities to communicate specific and distinctive interpretation in performance*
7. *Meet required standards and develop a methodology for creating a role, directing, and/or designing a theatrical production for public performance*
8. *Demonstrate a knowledge of stage management theory and technique in production for public performance*

Communication is an important part of the human experience, from the sharing of culture to the transmission of urgent information. Insights into human experience are gained as students complete Theatre and Speech courses. Students are also provided with tools for better ethical communication as they are taught and practice marketable skills useful for graduates in any field of study.

Courses in Theatre & Speech train future professionals. Students from associated majors whose future career would require proficiency in public speaking, oral communication, performance, and the practice of persuasion would benefit from involvement in the Theatre and Speech program. A minor in Speech or Theatre would compliment any major, especially Art, Communications, Education, English, Music, Philosophy, Political Science, or Religion.

The emphasis on technology means that students receive a combination of fundamental technique combined with industry-standard technology. All majors take a basic core of classes to form a foundation including history and theory, performance, design, and oral communication skills.

Departmental majors are required to participate in all departmental theatre audition sessions and to accept acting or production staff assignments for each College Theatre production.

Departmental majors are required to participate in all departmental theatre audition sessions and to accept acting or production staff assignments for each College Theatre production.

FACILITIES:

Theatre & Speech students have excellent facilities available including: the Wiles Chapel Theatre (a 160-seat on-campus proscenium theatre), the Newberry Opera House (located a mile from campus in historic downtown Newberry), Center for Theatrical and Visual Arts (scene shop), and the Langford Communications Center television studio.

THEATRE CONCENTRATIONS:

Each student majoring in Theatre will choose one or more concentrations. A concentration within the major prepares a student for graduate studies and/or work in that field, while still offering a generalist approach to the discipline.

Each concentration within the Theatre Major requires 46 semester hours.

I. THEATRE MAJOR - ACTING Concentration (46 semester hours required)

3 hours: THE 103 *Stagecraft and Stagecraft Lab*

3 hours: THE 111, 112, 121 *Theatre Production – Performance (1, 1, 1)*

1 hour: THE 113 *Theatre Production – Technical*

3 hours: THE 202 *Intermediate Acting*

3 hours: THE 212 *Acting for the Camera*

3 hours: THE 231 *Stage Makeup*

1 hour: THE 295 *Internship*

3 hours: THE 301 *History of the Theatre*

3 hours: THE 305 *Advanced Acting*

3 hours: SPE 202 *Voice and Diction*

3 hours: SPE 204 *Oral Interpretation*

17 semester hours from the following: THE 110, 114, 122, 123, 124, 131, 132, 133, 134, 141, 142, 143, 144, 203, 232, 242, 296, 302, 303, 395, 396, 402, 481, 491, 492; SPE 310, 481, 482, 491, 492; ENG 337, 365; COM 110, 121; GPD 161.

II. THEATRE MAJOR - DIRECTING Concentration (46 semester hours required)

- 3 hours: THE 103 *Stagecraft and Stagecraft Lab*
- 2 hours: THE 111, 112 *Theatre Production – Performance* (1, 1)
- 2 hours: THE 113, 114 *Theatre Production – Technical* (1, 1)
- 3 hours: THE 202 *Intermediate Acting*
- 2 hours: THE 242 *Stage Management*
- 1 hour: THE 295 *Internship*
- 3 hours: THE 301 *History of the Theatre*
- 3 hours: THE 302 *Scenic Design*
- 3 hours: THE 303 *Stage Lighting and Lighting Design*
- 3 hours: THE 402 *Direction and Rehearsal*
- 3 hours: SPE 202 *Voice and Diction*

18 semester hours from the following: THE 110, 121, 122, 123, 124, 131, 132, 133, 134, 141, 142, 143, 144, 203, 212, 231, 232, 296, 305, 395, 396, 481, 491, 492; SPE 204, 310, 481, 482, 491, 492; ENG 337, 365; COM 101, 110, 121; GPD161; ART 221.

III. THEATRE MAJOR - TECHNICAL Concentration (46 semester hours required)

- 3 hours: THE 101 *Introduction to Acting*
- 3 hours: THE 103 *Stagecraft and Stagecraft Lab*
- 1 hour: THE 111 *Theatre Production – Performance*
- 4 hours: THE 113, 114, 123, 124, *Theatre Production – Technical* (1, 1, 1, 1)
- 3 hours: THE 203 *Stagecraft and Stagecraft Lab II*
- 2 hours: THE 242 *Stage Management*
- 1 hour: THE 295 *Internship*
- 3 hours: THE 301 *History of the Theatre*
- 3 hours: THE 302 *Scenic Design*
- 3 hours: THE 303 *Stage Lighting and Lighting Design*
- 3 hours: ART 221 *Beginning Drawing*

17 semester hours from the following: THE 110, 112, 121, 122, 131, 132, 133, 134, 141, 142, 143, 144, 202, 212, 231, 232, 296, 305, 395, 396, 402, 481, 491, 492; SPE 202, 204, 310, 481, 482, 491, 492; ENG 337, 365; COM 101, 110, 121; GPD 161.

Minor Requirements – Speech (15 hours)

- 3 hours: SPE 202 *Voice and Diction*
- 3 hours: SPE 204 *Oral Interpretation*
- 9 hours: from any other SPE course(*except SPE 110*);
THE 101; PHI 110; COM 110, 121.

Minor Requirements – Theatre (20 hours)

- 3 hours: THE 101 *Introduction to Acting* OR THE 202 *Intermediate Acting*
- 3 hours: THE 103 *Stagecraft and Stagecraft Lab*
- 1 hour: THE 111 *Theatre Production – Performance*
- 1 hour: THE 113 *Theatre Production – Technical*
- 3 hours: THE 301 *History of the Theatre*
- 9 hours from any other THE (*except THE 101 or THE 110*) or SPE course (*except SPE 110*); ENG 337, 365; COM 110, 121; GPD 161.

Core Curriculum

The following Theatre and Speech courses meet 2007 Core Curriculum requirements:

SPE 110, *Public Speaking*, satisfies Core requirements for Communications Skills, Area B-1.

SPE 204, *Oral Interpretation*, satisfies Core requirements for Humanities, Area C-2.

THE 101, *Introduction to Acting*; THE 110, *Theatre Appreciation*; THE 202 *Intermediate Acting*, THE 301, *History of the Theatre*; and THE 481, *Topics in Theatre*, satisfy Core requirements for Fine Arts, Area C-3.

The following Theatre and Speech courses meet 2014 Core Curriculum requirements:

SPE 110 *Public Speaking* satisfies Core Curriculum requirements in Expression/Oral Communication.

SPE 204 *Oral Interpretation* satisfies Core Curriculum requirements in Expression/Humanities and Fine Arts.

THE 110 *Theatre Appreciation* satisfies Core Curriculum requirements in Expression/Humanities and Fine Arts.

THE 301 *History of the Theatre* (GL 1) satisfies Core Curriculum requirements in Expression/Humanities and Fine Arts.

THE 301 *History of the Theatre* (GL 1) satisfies Core Curriculum requirements in Global Learning.

THE 103 *Stagecraft* (QL) satisfies Core Curriculum requirements in Quantitative Literacy.

Laboratory/Materials Fees

Fees are charged each semester for each of the following courses:

- A \$50 lab fee is charged each semester for THE 103, 203, 232, and 303.
- A \$75 fee is charged for THE 212 and 302.
- A \$75 materials fee is charged for THE 231 to cover the cost of the personal makeup kit, which is retained by the student after the course.

Technology Requirements for the Department of Arts and Communications

To meet Program Learning Outcomes for the academic year 2014-2015 and to provide access to technology, speech students will be required to use a laptop computer or tablet with wireless network capability meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have the basic software functionality of Microsoft Word, PowerPoint, and Excel. This functionality is provided, free of charge in Windows 365, which all students can access through the Technology Tab in Wolf Den.

Course Descriptions-Speech

SPE 110. Public Speaking. (3)

Prerequisite: ENG 111 or ENG 113.

Through theory and practice, **Public Speaking** equips students with effective oral communication skills in regards to informative and persuasive speaking in public. Interpersonal skills, organizing ideas into messages, impromptu speaking, and speaking dynamically and with purpose are major components of the course. Students learn and apply the art of public speaking as an active, dynamic process, establishing the relationship between a positive attitude and effective oral communication. Extemporaneous delivery style is practiced and applied to speaking assignments.

Required in the 2007 and 2014 Core Curriculum.

SPE 110 satisfies 2007 Core Curriculum requirements in Communication Skills, Area B-1.

SPE 110 satisfies 2014 Core Curriculum requirements in Expression/Oral Communication.

Offered every semester.

SPE 202. Voice and Diction. (3)

Voice and Diction focuses on development of effective oral communication skills. Through the study, description, and development of breathing techniques, vocal production, articulation, expressiveness, and Standard American Speech including use of the International Phonetic Alphabet, students prepare and present performances of significant religious and secular literature as ways of understanding the world and our place in it. Students endeavor to meet required standards regarding use of positive and flexible vocal qualities to communicate specific and distinctive interpretation in performance.

Recommended for non-majors, especially for Communications majors.

Offered fall semester, even-numbered years.

SPE 203. Argumentation. (3)

Prerequisite: SPE 110.

Argumentation is the critical analysis of and response to reasoning used in oral and written arguments. Students continue their development of effective oral and written communication skills through engagement in activities such as debates, and examine logical strengths and weaknesses of claims appearing in a variety of arguments.

Offered at departmental discretion.

SPE 204. Oral Interpretation: The Study of Literature through Performance. (3)

In *Oral Interpretation*, students acquire, develop, and demonstrate knowledge of the arts and humanities as ways of understanding the world and our place in it. As students study literature through performance, they continue to develop effective oral communication skills, focusing on advancing talents in performance studies. Emphasis will be placed on the understanding and appreciation of literature and how that understanding can be communicated to an audience. Students endeavor to meet advanced standards regarding use of positive and flexible vocal qualities to communicate specific and distinctive interpretation in performance. Attendance or participation in on-campus Theatre productions is required; attendance at off-campus Theatre productions may be required.

SPE 204 satisfies 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-2.

SPE 204 Oral Interpretation satisfies 2014 Core Curriculum requirements in Expression/Humanities and Fine Arts.

Offered fall semester, odd-numbered years.

SPE 310. Advanced Public Discourse. (3)

Prerequisite: SPE 110.

Advanced Public Discourse continues the development of effective oral and written communication skills through engagement in activities such as: debate, interview communication, and other oral communication skills.

Offered at departmental discretion.

SPE 481, 482. Seminar in Speech. (3, 3)

Prerequisite: SPE 110 or permission of instructor.

Seminar in Speech involves an intensive study of one or more selected areas of speech, continuing the development of effective oral and written communication skills. The following seminar titles are offered as examples: Performance Studies, Advanced Public Speaking, Chamber Theatre Production, Interview Communication.

Offered at departmental discretion.

SPE 491, 492. Independent Study. (1-3, 1-3)

Independent Study in Speech involves an intensive study and application of one or more aspects of Speech to be selected in consultation with department faculty.

Subject to rules and regulations on page 61.

Offered at departmental discretion.

SPE 495, 496. Internship. (1-12, 1-12)

Prerequisite: SPE 110 and permission of instructor.

Speech Internship incorporates experiential learning in an approved program of study. Individual projects to be selected in consultation with department faculty.

Subject to rules and regulations on page 62.

Offered every semester.

Course Descriptions-Theatre

THE 101. Introduction to Acting. (3)

Introduction to Acting is designed to develop basic acting skills and techniques with the focus on freedom, spontaneity, concentration, and truthful response. Through analysis and scene work, students gain a deeper understanding of particular works of dramatic literature and the expressions of human culture provided by the playwrights. Attendance or participation in on-campus Theatre productions is required; attendance at off-campus Theatre productions may be required.

Recommended for non-majors. Required for Theatre majors with Technical concentration.

THE 101 satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-3.

Offered fall semester.

THE 103. Stagecraft and Stagecraft Lab. (3)

Stagecraft and *Stagecraft Lab* are designed to provide an introduction to and practical application of modern technical theatre practices, backstage organization, scenic construction, stage lighting, and sound. Textual materials and lectures

will be supported by hands-on lab projects as well as production experience. Students will demonstrate and practice techniques learned in the classroom during the lab portion of the class. Experience with power tools, scenic painting, theatrical lighting and sound equipment are all a part of the lab portion of the course. Upon successful completion of this course, students should be able to demonstrate a basic level of competency in the following areas of technical theatre: Carpentry, Lighting, and Sound. This class meets for three classroom hours and three laboratory hours per week. *THE 103 satisfies 2014 Core Curriculum requirements in Quantitative Literacy.*

A fee of \$50 is charged.

Offered fall semester.

THE 110. Theatre Appreciation. (3)

Theatre Appreciation is meant to encourage an understanding and appreciation of Theatre from its beginnings to the present, including a study of various works of dramatic literature. Through the works of significant playwrights, Theatre, as a form of art, is defined and related to expressions of human culture and to other arts. Attendance at on-campus Theatre productions is required; attendance at off-campus productions may be required during summer semesters. Recommended for non-majors.

THE 110 satisfies 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-3.

THE 110 satisfies 2014 Core Curriculum requirements in Expression/Humanities and Fine Arts.

Offered every semester.

THE 111, 112, 121, 122, 131, 132, 141, 142. Theatre Production-Performance. (1,1,1,1,1,1,1)

Theatre Production-Performance is open to all students by audition. Students participate in an acting capacity in departmental productions. The *Theatre Production-Performance* student actor is expected to recognize and practice the professional approach to theatrical production. Student actors are also expected to meet required standards for developing a methodology for creating a role in a theatrical production for public performance. Attendance at evening rehearsals and performances is required.

Offered every semester.

THE 113, 114, 123, 124, 133, 134, 143, 144. Theatre Production-Technical.

(1,1,1,1,1,1,1)

Theatre Production-Technical is meant to develop an understanding of the principles, methods and tools of modern technical theatrical production. Students participate in a production in a technical capacity as assigned by the Director of Technical Theatre based on student's area of choice and departmental need. The *Theatre Production-Technical* student is expected to perform the duties normally associated with their assigned position in a legitimate, professional theatre. Attendance at meetings, evening rehearsals and performances may be required based upon assignment.

Offered every semester.

THE 202. Intermediate Acting. (3)

Prerequisite: THE 101 or permission of instructor.

Intermediate Acting is a continuation of the development of basic acting and communication skills through advanced analysis and scene study units. Period styles, monologue and audition techniques, and/or improvisation may be included. Students gain a deeper understanding of particular works of dramatic literature and the expressions of human culture provided by the playwrights. Attendance or participation in on-campus Theatre productions is required; attendance at off-campus Theatre productions may be required.

Required for majors with concentrations in Acting or Directing. Not recommended for non-majors.

THE 202 satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-3.

Offered fall semester.

THE 203. Stagecraft and Stagecraft Lab II. (3)

Prerequisite: THE 103

Stagecraft and *Stagecraft Lab II* are designed to provide continued instruction and further practical application of modern technical theatre practices, backstage organization, scenic construction, stage lighting and sound. Textual materials and lectures will be supported by hands-on lab projects as well as production experience. Students will demonstrate and practice techniques learned in the classroom during the lab portion of the class. Experience with power tools, scenic painting, theatrical lighting and sound equipment are all a part of the lab portion of the course. Upon successful completion of this course, students should be able to demonstrate advanced levels of competency in the

following areas of technical theatre: Carpentry, Lighting, Sound, and/or other specific technical theatre topics as covered in the class. Major production involvement in a leadership capacity such as Crew Chief, Master Carpenter, or Master Electrician, as well as construction support for departmental productions is expected. This class meets for three classroom hours and three laboratory hours per week.

A fee of \$50 is charged.

Offered at departmental discretion and taught in conjunction with THE 103.

THE 212. Acting for the Camera. (3)

Prerequisite: THE 202 or permission of instructor.

Acting for the Camera involves an examination and exploration of specialized acting techniques used for performance in the mediums of television and/or film through a variety of scene work and experimental activities. Students will perform, and serve as technical crew for in-class productions. Rehearsal and studio work in addition to class time is required.

A materials fee of \$75 is charged to help cover the maintenance of the production equipment.

Offered spring semester, odd-numbered years.

THE 231. Stage Makeup. (3)

Stage Makeup is meant to encourage an understanding and appreciation of the principles and methods of stage makeup. Students will receive instruction in basic corrective stage makeup, basic special effects makeup and old-age makeup, and makeup for various periods and styles of theatre among other topics. This application-based course allows students to practice makeup designs during each class period.

A materials fee of \$75 is charged to purchase required personal makeup kit.

Offered at departmental discretion.

THE 232. Stage Costuming. (3)

Stage Costuming is meant to encourage an understanding of the principles, methods and tools of costume design and the practical realization of stage costume construction. Students receive instruction in the areas of design considerations, script analysis, historical period research, costume rendering techniques, and the practical realization of stage costume designs. Students will come to understand the properties of shape, line and color as they are used in theatre through class lecture, hands-on projects, and possible practical experience working on theatrical productions as costumers and assistant designers.

A materials fee of \$50 is charged.

Offered at departmental discretion.

THE 242. Stage Management. (2)

Stage Management is meant to encourage an understanding of the art of stage management emphasizing the principles, methods, techniques, and established procedures of stage management. Professional and educational stage management techniques and procedures will be explored. Practical application of concepts to production work required.

Offered at departmental discretion.

THE 295, 296, 395, 396. Theatre Internship. (1-12, 1-12, 1-12, 1-12)

Theatre Internship incorporates experiential learning in theatre production skills in a setting outside the College Theatre program. Individual projects to be selected in consultation with department faculty.

Subject to rules and regulations on page 62.

Offered every semester.

THE 301. History of the Theatre. (3)

History of the Theatre is meant to encourage an understanding of the development of western Theatre from the Ancient Greeks to Contemporary Theatre. Through lectures and in-class discussions the class will consider relevant plays, playwrights, actors, audiences, critics, theatre spaces, performance, design, and production practices as they relate to theatre history in general and the current state of theatre today. Emphasis is placed on research skills and the analysis of plays within their historic context.

THE 301 satisfies 2007 Core Curriculum requirements in Fine Arts, Area C-3.

THE 301 satisfies 2014 Core Curriculum requirements in Global Learning (GL 1) and satisfies 2014 Core Curriculum requirements in Expression/Humanities and Fine Arts.

Offered fall semester, even-numbered years.

THE 302. Scenic Design. (3)

Scenic Design is meant to encourage an understanding of the principles, methods and tools of modern stage scenery design. Students receive instruction in the areas of design considerations, script analysis, the function of scene design, drafting, and rendering techniques. Students will come to understand the properties of space, shape, line and form as they are used in theatre through class lecture, hands-on projects, and possible practical experience working on theatrical productions as assistant designers.

A materials fee of \$75 is charged.

Offered spring semester, odd-numbered years.

THE 303. Stage Lighting and Lighting Design. (3)

Stage Lighting and Lighting Design is meant to encourage an understanding of the principles, methods and tools of modern stage lighting and lighting design. Students receive instruction in the areas of design considerations, script analysis, the function of stage lighting, light rendering and the use of the computer as a tool for the lighting designer. Students will come to understand the properties of light and electricity as they are used in theatre through class lecture, hands-on projects, and practical experience working on theatrical productions as electricians and assistant designers.

A materials fee of \$50 is charged.

Offered spring semester, even-numbered years.

THE 305. Advanced Acting. (3).

Prerequisite: THE 202 or permission of instructor.

Advanced Acting is a continuation of the development of acting and communication skills. Period styles, monologue and audition techniques, and/or improvisation may be included. Students gain a deeper understanding of particular works of dramatic literature and the expressions of human culture provided by the playwrights. Attendance or participation in on-campus Theatre productions is required; attendance at off-campus Theatre productions may be required.

Offered spring semester, even-numbered years.

THE 402. Direction and Rehearsal. (3)

Prerequisites: THE 202, 111, and 113.

Direction and Rehearsal engages student directors in a discussion of Theatre as an art form, including practice and training in communication with the actors, production concept, and rehearsal processes. Student directors also have the opportunity to apply to and develop an overall "sense of direction." Training includes student-directed scene work and one-act plays. Student directors are also expected to meet required standards for developing a methodology and applying the methodology to directing a theatrical production for public performance. Attendance at evening rehearsals and performances is required.

Offered at departmental discretion.

THE 481. Topics in Theatre. (3)

Topics in Theatre features an intensive investigation of a select aspect of Theatre as a form of art. The following titles are offered as examples of topics for the course: Improvisation, Dialects for the Stage, Scenic Painting. Before registering for THE 481, students should contact the instructor and find out the topic for the course. Students may repeat the course in an independent study format providing the topic is different appropriate paperwork is submitted.

THE 481 satisfies 2007 Core Curriculum requirements in Humanities and Fine Arts, Area C-3.

Offered at departmental discretion.

THE 491, 492. Independent Study. (1-3, 1-3)

Independent Study in Theatre involves an intensive study and application of an aspect of Theatre to be selected in consultation with department faculty.

Subject to rules and regulations on page 61.

Offered at departmental discretion.

ADMINISTRATION, FACULTY, AND STAFF

ADMINISTRATION AND STAFF 2014-2015

The date shown in parentheses is the year in which the person joined the College staff.
A second date indicates the year in which the person assumed the present administrative position.
(Information is correct as of May 30, 2014.)

OFFICE of the PRESIDENT

MAURICE W. SCHERRENS, President of the College (2012);

B.S., Central Michigan University;
M.B.A., Central Michigan University;
J.D., George Washington University;
Ed. D., University of Southern California.

BOBBIE H. SIDES, Chief of Staff (1974, 2010);

B.S., Newberry College, 1980.

Campus Ministry

ERNEST W. WORMAN, III, Campus Pastor and Director of Church Relations (2008);

B.G.S., Humanities, Chaminade University of Honolulu, 1984;
M. Div., Lutheran Theological Seminary at Gettysburg, 1988.

SUSAN PAGE, Administrative Assistant for Campus Ministry and Church Relations (2008, 2013);

B.A. Troy University, 2006.

Institutional Effectiveness

SIDNEY PARRISH, Executive Director of Institutional Research and Effectiveness, (2006, 2014);

B.S., Furman University, 1995;
Ph.D., University of Florida, 2001.

SUSANNE NELSON, Associate Director of Institutional Research (2001,2012);

B.S., University of South Carolina, 1995.

VICKI WHEATLEY, Administrative & Research Assistant (2007, 2012);

B.S., Winthrop University, 1973.

Campus Technology

TERRY SABOL, Director of Campus Technology, Net 3 (2011);

A.B., University of Notre Dame, 1967.

RYAN DAY, Lead Technician, Net 3 (2012);

B.S., Newberry College, 2012.

JAMES DIXON, Help Desk Manager, Net 3 (2013);

B.S., Kaplan University, 2005;
B.S., Kaplan University, 2010.

ACADEMIC AFFAIRS

ACADEMIC AFFAIRS: OFFICE OF THE DEAN

Dean of the College

TIMOTHY G. ELSTON, Vice President of Academic Affairs and Dean of the College, Associate Professor of History (2004, 2011).

B.A., Abilene Christian University, 1989;
B.A., Western Oregon University, 1997;
M.A., University of Nebraska-Lincoln, 1999;
Ph.D., University of Nebraska-Lincoln, 2004.

Associate Dean of the College

DALE KINARD BROWN, Associate Dean of the College, Associate Accreditation Liaison,
Associate Professor of English (1991, 2010);

B.A., Newberry College, 1966;
M.A., Western Carolina University, 1970.

Instructional Technology

CHARLENE WESSINGER, Instructional Technologist (2009);
B.A., Newberry College, 1993;
M.S., Nova Southeastern University (2005).

Administrative Assistants

JESSICA S. LONG, Executive Assistant, Office of Academic Affairs (2002).
KIM O'DELL, Administrative Assistant, Office of Academic Affairs (2007).

Office Of The Registrar

CAROL A. BICKLEY, Registrar (1968, 1983).
CINDY F. SHEALY, Assistant Registrar (1977, 1989).

Communication Across the Curriculum Program (CACP)

JOHN CARENEN, Director of CACP, Assistant Professor of English (2006);
B.A., University of Iowa, 1973;
M.F.A., University of Iowa, 1976;
M.A., Appalachian State University, 1985.

The Muller Center

TBD, Director of the Muller Center
WHITNEY TURMON, VISTA Volunteer (2014);
B.A., University of South Carolina, 2011.

Special Projects

SANDRA SCHERRENS, Director of Special Projects (2013);
B.A., College of Wooster, 1980;
M.A., Ohio State University, 1993;
Ed.D., University of San Francisco, 1998.

Summerland Honors Program

CHARLES N. HORN, Director of Summerland Honors Program; Professor of Biology (1986);
B.S., George Mason University, 1978;
M.S., Ohio State University, 1980;
Ph.D., University of Alabama, 1985.

ACADEMIC AFFAIRS: Administrative Program Assistants

AVA CULBERTSON, Administrative Assistant for Nursing (2011).
ANGELA FLOYD, Project Coordinator for RETAIN (2010).
CHRISTINA FREDERICKSON, Administrative Assistant for Education (2011);
B.A., Newberry College, 2014.
DEBORAH E. JARMAN, Administrative Assistant for Music (1998);
A.A., Goldy Beacon College, 1975.
KIM O'Dell, Administrative Assistant for Business Administration (2007).
LINDA WILBANKS, Administrative Assistant for Science and Mathematics (2007).
MARCUS JOHNSON, Science Lab Manager (2008);
B.S., North Carolina State University, 2005;
M.S., Georgia Institute of Technology, 2008.

ACADEMIC AFFAIRS AND STUDENT AFFAIRS

TIMOTHY G. ELSTON, Vice President of Academic Affairs and Dean of the College
JANE WILLIS, Dean of Student Affairs

Center for Student Success

C. JESSIE LONG, Director of the Center for Student Success and Freshman Programs, (2007, 2010);
B.A., University of South Carolina-Aiken, 2004;
M.Ed., University of South Carolina, 2013.

KAY F. CHANDLER, Academics and Disabilities Specialist, International Student Documents (2008);
B.S., University of South Carolina, 1986;
Sports Management Institute, University of Notre Dame, 2001.
PEGGY BARNES WINDER, Director of Diversity Education; Professor of Physical Education, (1990);
B.A., Newberry College, 1987;
M.S., Western Kentucky University, 1988;
Ph.D., Touro University International, 2006.
CORINNA ZEEF, Academics and Sophomore Programming Specialist (2011);
B.A., Alma College, 2008;
M.Ed., University of Hawaii at Manoa.

Wessels Library and the College Archives

NANCY ROSENWALD, Director of Wessels Library, Assistant Professor of Library Services (2012);
B.A., Furman University, 1976;
M.A., Wake Forest University, 1978;
M.S., Columbia University, 1979.
J. TRACY POWER, Director of Newberry College Archives, Assistant Professor of History, (2014);
B.A., Emory University, 1980;
M.A., University of South Carolina, 1984;
Ph.D., University of South Carolina, 1993.
AMY DUERNBERGER, Assistant Professor of Library Services (2013);
B.A., University of South Alabama, 1976;
M.L.S., University of South Carolina, 1997.
SHAMEKIA BELL, User Services and Outreach Specialist, 2008.
JANICE C. HUDSON, Technical Services Specialist (1997).
SANDRA L. SMITH, Office Assistant and Reference Assistant (1997, 2006);
B.A., Newberry College, 2008.

STUDENT AFFAIRS

STUDENT AFFAIRS: OFFICE OF THE DEAN

JANE WILLIS, Dean of Student Affairs (2011);
B.A., University of South Carolina, 1985;
M. Ed., University of South Carolina, 1995.
DINAH BOICE, Administrative Assistant to the Dean of Student Affairs (2001, 2010).
SANDRA ROUSE, Associate Dean of Student Affairs (2014);
B.A., Columbia College, 1995;
M. Ed., University of South Carolina, 1998.
Ph.D., University of North Carolina at Greensboro, 2009.
JUSTIN P. SMITH, Coordinator of Communications and Media (2004);
B.A., Newberry College, 2001.

Health Services

MARTHA DORRELL, LISW-CP. Director of Counseling Services (2006);
B.A., Newberry College, 1982;
M.S.W., University of South Carolina, 1984.
PENNY HOWARD, CMA, AAMA, Certified Medical Assistant (2011).
KRYSTAL KILLOM, FNP, Nurse Practitioner (2013);
FNP Carson-Newman College, 2012;
BSN Tennessee Technological University 2008;
ASN Cleveland State Community College 2007.

Residence Life

TBA, Director of Residence Life

ANTHONY PEGUESE, Residence Hall Director (2013);
B.A. Coker College, 2009;
M.Ed., Columbia College, 2010.

TBA, Residence Hall Director

TBA, Residence Hall Director

Student Engagement

ANGELO GETER, Director of Student Engagement (2013);
B.A., Winthrop University, 2008.

Campus Post Office

LESLIE SLIGH, Post Office Manager, (2011).

Campus Security

PAUL WHITMAN, Chief of Security, (2009);
SC Criminal Justice Academy, 1981;
Ministerial Development, Lee University School of Ministry, 2008.

ADMINISTRATIVE AFFAIRS

KATHY S. WORSTER, VP Administrative Affairs/CFO (2012);
B.A. , Simpson College 1972;
M.A., University of Iowa 1975;
MBA, University of Texas at El Paso 1985;
MAcc , University of South Florida 1993.

BETTY FRANKLIN, Executive Assistant to the CFO/Vice President of Administrative Affairs (2002).

NANCY WARREN, Customer Service Specialist /CACP Records Coordinator, (1987, 2010);
B.A., Newberry College, 2000.

Accounting

LANDEE BUZHARDT, Director of Accounting (2005, 2006);
B.S., Newberry College, 1991;
USC, South Carolina Banker's School, 2000.

BETTY CONNELLY, Accounts Payable Coordinator (2002).

PAMELA KLINGELSMITH, Accounts Receivable Coordinator (2013).

ANN B. WICKER, Accounting Assistant (1977).

Human Resources

PEGGY SHULER, Director Human Resources (2010, 2012);
B.S., Auburn University, 1983.

BETH TAYLOR, Human Resources Coordinator (2012);
B.S. Newberry College, 1987.

Operations

DEXTER ODOM, Director of Campus and Athletics Operations (2008, 2013);
B.S., Newberry College, 1973.

ENROLLMENT MANAGEMENT

DELSIE Z. PHILLIPS, Dean of Enrollment Management (2012);
B.A., Clark University, 1971;
M.A., Indiana University of Pennsylvania, 1975.

Enrollment Management/Admissions

JOEL VANDERHORST, Director of Admissions (2013);
B.S., Mars Hill College, 2005;
M.B.A., Lynn University, 2006.

BARBARA MUJICA JOYNER, Associate Director of Admissions (2013);
B.A., North Carolina State University, 1996;
M.B.A., Elon University, 2006.

CINDY ATKINSON, Operations Manager (2010).

SAMANTHA P. BAIRD, Admissions Counselor (2014);
B.A., Newberry College, 2010;
M.A., The Citadel, 2013.

GREGORY FRANZ, Admissions Counselor (2012);
B.A., Boise State University, 2012.

CRYSTAL H. STOCKMAN, Communications Coordinator (1995, 2000);
A.S., Piedmont Technical College, 1980.

ANDREW C. YOUNG, Admissions Counselor (2014);
B.S., Newberry College, 2009;
M.A.T., The Citadel, 2013.

Enrollment Management/Financial Aid

S. DANIELLE M. BELL, Director of Financial Aid (2005, 2007);
B.S., Lander University, 2005;
M.Ed., Columbia College, 2013.

HOLLY P. WOOD (2013);
A.S., Greenville Technical College, 1986;
B.S.B.A., Southern Wesleyan University, 2003.

INSTITUTIONAL ADVANCEMENT

SCOTT JOYNER, Vice President, Institutional Advancement (2012);
B.A., North Carolina State University, 1993;
M.S., Georgia Southern University, 1995.

JASON T. BOICE, Director of Annual Giving and Scholarships (2005, 2008);
B.S., University of North Alabama, 2005.

SARAH DOUGHERTY, Data Coordinator (2012).

JAMES A. HALE, Sr., Planned Giving Officer (1999, 2011);
B.A., Newberry College, 1963;
J.D., University of South Carolina, 1970.

JACQUELINE S. HUNT, Director of Special Events (2011);
B.A., Columbia College, 1992;
M.A., Columbia College, 2006.

JILL JOHNSON, Director of Marketing (2014);
B.A., University of Minnesota, 1996;
M.S., Concordia University, St. Paul, 2002.

BRIANNA LOGUE, Electronic Media Coordinator (2011);
B.A., Newberry College, 2011.

MARSHALL MADDY, Director, Langford Communication Center and Media Services (1992, 2008);
B.A., Iowa State University, 1983;
M.A., Drake University, 1991.

ANNE PINCKNEY SMITH, Major Gifts Officer, (2014);
B.S. College of Charleston, 1992.

DAVID SWANSON, Communications and Graphic Design Manager (2013);
B.A., Newberry College, 2013.

SUSAN WALKER, Prospect Research Liaison (2011);
B.A., University of Maryland, College Park (1964);

JEFF WICKER, Alumni Coordinator (2011, 2013);
B.S., Newberry College, 2002;
M.B.A., Winthrop University, 2004.

ATHLETICS ADMINISTRATION

MATTHEW FINLEY, Director of Intercollegiate Athletics (2005, 2012);
B. S., Clemson University, 2004;
M.S.S.L., Duquesne, 2008.

EMILY BIKOWSKI, Senior Women's Administrator (2011);
B.S. Longwood University, 2006;
M.S., University of South Carolina, 2011;
M.B.A. St. Leo University, 2014.

WAYNE ALEXANDER, Assistant Director of Compliance and Athletic Operations (2014);
B.A., University of South Carolina, 2011;
M.S. University of South Carolina, 2013.

SHARON BRYANT, Associate Director Athletic Club/Athletic Business & Ticket Manager (2006);
A.S., Piedmont Technical College, 1996;
B.A., Newberry College, 2011.

JERRY CHITTY, Assistant to Athletic Club Director/Fundraising;
B.A., Presbyterian College, 1967;
M.S., Clemson University, 1969;
A.D.V., Clemson University, 1971.

DAVID HELMS, Director of Strength, Conditioning, and Sports Performance (2010);
B.A., University of South Carolina, 1986;
M.A., Clemson University.

MIKE HOLD, Associate Athletic Director for External Operations, Executive Director of the Athletic Club, (2009);
B.A., University of South Carolina, 1985.

KITTY ODOM, Executive Assistant to the Director of Intercollegiate Athletics (2009).

Athletic Trainers

JOHN LOPEZ, ASSISTANT ATHLETIC DIRECTOR for SPORTS MEDICINE/
HEAD ATHLETIC TRAINER, (2013);
B.S., UNIVERSITY of TAMPA, 1971.

JEFF COULTER, MS ATC SCAT, Head Football Athletic Trainer, (2012);
B.S., Wingate University, (2010);
M.S., The Citadel, (2012).

SARAH LYON, Assistant Athletic Trainer, Adjunct Professor, and AT Minor Clinical Coordinator (2012);
B.S., Kean University, 2010;
M.S., East Stroudsburg University, 2011.

Baseball

RUSSELL TRIPLETT, Head Baseball Coach (2010);
B.A., Clemson University, 2004.

BRETT HARKER, Assistant Baseball Coach/Pitching Coach, (2013);
B.A. College of Charleston 2006.

JAY SNYDER, Assistant Baseball Coach (2008);
B.A., LaSalle University, 2004.

TOMMY WILLIAMS, Assistant Baseball Coach (2009);
B.S., University of South Carolina, 1981.

Basketball

DAVE DAVIS, Head Men's Basketball Coach (2010);
B.A., Warren Wilson College, 1983;
M.A, Gardner Webb University, 1993;
Ed.S., Liberty University, 2011.

SEAN PAGE, Head Women's Basketball Coach (2008);
B.S., University of the Sunshine Coast, 2003.
JOANNA TINCHER, Assistant Women's Basketball Coach (2012);
B.S., Francis Marion University 2004;

Cheerleading

LINDSEY SWYGERT, Head Cheerleading Coach (2012);
B.A., University of South Carolina, 2009.
MATT RHINE, Assistant Cheerleading Coach, (2013);
B.A., University of South Carolina, 1995.

Cross Country

KELLY REVELLS, Head Men's and Women's Cross Country Coach (2012);
A.A., Lassen Community College, 1997;
B. A., Ashford University, 2009.

Dance

JENNA EYRE, Head Dance Coach (2103);
B.A., Colorado State University, 2012.

Field Hockey

CATHERINE SOMITS, Head Women's Field Hockey Coach (2013);
B.A., Villanova University, 2004;
M.S., Neumann University, 2010.
KAT HETERBRING, Assistant Women's Field Hockey Coach, (2013);
B.S., American International, 2011;
M.S., Elmira College, 2013.

Football

TODD KNIGHT, Head Football Coach (2003, 2009);
B.S., Gardner-Webb University, 1989;
M.A., Gardner-Webb University, 1994.
TOMMY LOVE DAVIS, Assistant Football Coach (2014);
B.A., University of North Carolina, 2005.
STEPHEN FLYNN, Outside Linebackers Coach/Defensive Coordinator (2003);
A.A., University of South Carolina-Lancaster, 1994;
B.A., Newberry College, 2006;
B.S., Newberry College, 2012.
JEREMIAH JONES, Inside Linebackers Coach (2009);
B.S., Newberry College, 1998.
BENNETT SWYGERT, Offensive Coordinator Coach (2010);
B.A., Western Carolina University, 2006.
CEDRIC WILLIAMS, Assistant Head Football Coach (2010);
B.A., University of South Carolina, 2003.
DAVID HERRIN, Wide Receivers Coach (2012);
B.S., Clemson University, 1999.
ERNIE HUGHES, Inside Linebackers Coach (2014);
B.A., Clemson University, 1972.
HUNTER SPIVEY, Assistant Football Coach, (2013);
B.A., Newberry College, 1997.
DREW WATSON, Assistant Football Coach, (2013);
B.S. Newberry College, 1989.

Golf

HOWARD VROON, Director of Golf Operations/Head Men's Golf Coach (2011);
B.A., Calvin College, 1986;
M.A., Duke University, 1991;
J.D., Duke University, 1991.

CLARISSA CHILDS, Head Women's Golf Coach (2011);
B.A., University of South Carolina, 1996.

Lacrosse

EMILY BIKOWSKI, Head Women's Lacrosse Coach (2011);
B.S., Longwood University, 2006;
M.S., University of South Carolina, 2011;
M.B.A., St. Leo University, 2014.

KRISTEN MARCHESE, Assistant Women's Lacrosse Coach, Intramural Coordinator (2012);
B.S., University of South Carolina, 2009.

Soccer

DIANA (DEEDEE) SANGUIENETTI, Head Women's Soccer Coach (2012);
B.S., Pepperdine University, 2006.

BARRY SLAGLE, Head Men's Soccer Coach (2011);
B.A., University of South Sewanee, Tennessee, 2006.

TURNER ALMOND, Assistant Men's Soccer Coach (2013);
B.A., Wofford College, 2012.

WILLTRAYNOR, Assistant Men's Soccer Coach (2012);
B.S., University of South Carolina, 2011.

Softball

CIRIA TRIPLETT, Head Softball Coach (2012);
B.A., Central Washington University, 2003;
M.S., Grand Canyon University, 2008.

MITCH SMITH, Assistant Softball Coach (2014);
B.A., USC Aiken, 2004.

Tennis

MARK GARDINER, Head Men's and Women's Tennis Coach (2010);
B.S., Winthrop University, 1988.

Volleyball

TODD HAY, Head Volleyball Coach (2012);
B.Ed., University of Hawaii at Monoa, 1992.

Wrestling

JAMES JASON VALEK, Head Wrestling Coach (2004);
B.S., Clemson University, 1998.

KELLY REVELLS, Assistant Wrestling Coach (2005);
B. A. Ashford University, 2009.

SPORTS INFORMATION

JOSH MANCK, Assistant Athletic Director for Athletic Communications (2006);
B.A., Austin College, 2005;
M.S., California University of Pennsylvania, 2012.

CONTRACT SERVICES

Custodial Services

(ARAMARK)

DEBBIE HYATT, Custodial Supervisor, (2010).

Dining Services

(SODEXO)

Newberry College Book Store

(Follett Higher Education Group)

RHONDA SHERPY, Bookstore Manager (2010).

**Physical Plant
(ARAMARK)**

FRED ERRIGO, Director of Facilities, (2010).

BOBBY LONG, Assistant Director of Facilities, (1973, 2010).

MURRIEL SHEALY, Administrative Assistant to Facilities Director/Facilities Coordinator, (1991, 2010).

MILITARY SCIENCE (ARMY ROTC) INSTRUCTORS

LTC BRIAN DONLEY, Professor of Military Science (2012).

MSG MARK J. BOGUE, Senior Military Science Instructor (2014).

FULL-TIME FACULTY

The date shown in parentheses represents the year in which the faculty member joined the College Faculty.

ABDELNASER AL-HASAN, Associate Professor of Mathematics (2012);

B.A., University of Wisconsin – Milwaukee, 1992;

M.S., University of Wisconsin – Milwaukee, 1994;

Ph.D., University of Wisconsin – Milwaukee, 1998.

MIKE RANDAL BEGGS, Associate Professor of Religion (2002);

B.A., Abilene Christian University, 1982;

BSE, Abilene Christian University, 1983;

B.S.Ed.; M.Div., Yale University, 1990;

Ph.D., University of Notre Dame, 1999.

CAROL BLACK, Assistant Professor of Sociology (2008);

B.A., Purdue University, 1997;

M.S., Purdue University, 2000;

Ph.D., Purdue University, 2008.

LILLIAN M. BOUKNIGHT, Assistant Professor of Nursing (2008);

Diploma in Nursing, Greenville, SC Hospital School of Nursing, 1963;

B.S.N, University of North Carolina-Charlotte, 1988;

M.S.N, University of South Carolina, 2000.

VALARIE BURNETT, Assistant Professor of Biology (2011);

B.S., University of South Carolina, 1998;

Ph.D., University of South Carolina, 2004.

MANDY L. BUTLER, Assistant Professor of Theatre and Speech (2012);

B.A., Georgia College & State University, 2003;

M.F.A., Virginia Commonwealth University, 2011.

JOHN CARENEN, Assistant Professor of English; Director of CACP (2006);

B.A., University of Iowa, 1973;

M.F.A., University of Iowa, 1976;

M.A., Appalachian State University, 1985.

TIEN CHIH, Assistant Professor of Mathematics (2014);

B.A. University of Hawaii at Hilo, 2007;

M.A. University of Montana, 2009;

Ph.D. University of Montana, 2013.

BRET A. CLARK, Professor of Biology (1995);

B.S., Furman University, 1988;

Ph.D., Medical College of Georgia, 1995.

GREGORY K. COLE, Professor of Spanish (2002);

B.A., University of Toledo, 1985;

M.A., Miami University of Ohio, 1987;

Ph.D., University of Kentucky, 1993.

CARLA M. CRUICKSHANKS, Assistant Professor of Physical Education (2010);
 B.S., Newberry College, 2002;
 M.S., Nova Southeastern University, 2005;
 Ed.D., Walden University, 2010.

ZACHARY DAVIS, Visiting Instructor of Chemistry (2013);
 B. S., Erskine College, 2008.

AL De LACHICA, Assistant Professor of Communications (2008);
 B.J., University of Texas-Austin, 1990;
 M.A., University of Texas-Austin, 1992.

NATASHA FERGUSON-DENNISON, Assistant Professor of Physical Education (2014);
 B.S., Missouri Baptist University, 1997;
 M.S. Winthrop University, 2001.

NICHOLAS Di LIBERTO, Assistant Professor of History (2010);
 B.A., Kalamazoo College, 2000;
 Ph.D., University of Pennsylvania, 2009.

REBEKAH DIXON, Assistant Professor of Physical Education (2004);
 B.S., Western Carolina University, 2000;
 M.S., Winthrop University, 2003.

TERRY C. DOHM, Instructor of Religion and Theology (2005);
 B.A., Carson-Newman College, 1971;
 M.Div, Southern Baptist Theological Seminary, 1974;
 Th.M., Southern Baptist Theological Seminary, 1975;
 Ph.D., University of Regensburg, German; 2003.

SUSAN EPTING, Assistant Professor of History (2013); Coordinator of Student Veteran Affairs (2012);
 B.A., College of Charleston, 2003;
 Ph.D., University of Pennsylvania, 2012.

JOSEPH W. FRANKLIN, Professor of Business Administration, Department Chair, (2010);
 B.S., Mars Hill College, 1973;
 M.A., Appalachian State University, 1975;
 Ed.S., Western Carolina University, 1991;
 Ed.D., East Tennessee State University, 1994.

MATTHEW FULLER, Associate Professor of Theatre (2005);
 B.A., Wake Forest University, 2001;
 M.F.A. Design, University of North Carolina at Greensboro, 2005.

PATRICK GAGLIANO, Professor of Theatre/Speech, Department Chair (1994);
 B.A., University of South Florida, 1985;
 M.F.A., Florida State University, 1991.

JERRY GATCH, Associate Professor of Music (2014);
 B.M.E., University of South Carolina, 1985;
 M. M., University of South Carolina, 1987;
 D.M.A., University of South Carolina, 2005.

LAURIE HARDEN, Assistant Professor of Nursing (2013);
 B.S.N., Clemson University, 1975;
 M.N., University of South Carolina, 1984.

LEIGHTON HARTZOG, Assistant Professor of Business Administration (2002);
 B.A., Wofford College, 1971;
 M.B.A., University of South Carolina, 1980;
 CPA, State of South Carolina.

GRETCHEN HASKETT, Assistant Professor of Physical Education, Department Chair (2007, 2014);
 B.S., Newberry College, 2003;
 M.A., Tennessee Technological University, 2004.

CHRISTIAN HIPPI, Associate Professor of Philosophy (2007);
 B.A., North Greenville College, 1998;
 M.Div., Southern Theological Seminary, 2002;
 M.A., University of Louisville, 2003;
 Ph.D., University of South Carolina, 2009.

AMANDA HODGES, Assistant Professor of English (2011);
 B.A., Agnes Scott College, 1997;
 M.A.T., Agnes Scott College, 1998;
 Ph.D., University of Georgia, 2011.

CHARLES N. HORN, Professor of Biology, Director, Summerland Honors Program (1986);
 B.S., George Mason University, 1978;
 M.S., Ohio State University, 1980;
 Ph.D., University of Alabama, 1985.

WAYNE C. KANNADAY, Professor of Religion, (1999);
 B.A., Newberry College, 1975;
 M. Div., Lutheran Theological Southern Seminary, 1979;
 M.A., University of South Carolina, 1993;
 Ph.D., University of North Carolina, 2002.

STEVEN LAMBERT, Assistant Professor of Chemistry (2013);
 B.S., Mars Hill, 1983;
 Ph.D. University of South Carolina, 1990.

LAURA M. LANNI, Assistant Professor of Chemistry (2011);
 B.S., Oakland University, 1987;
 Ph.D., University of South Carolina, 2010.

DON C. LAWRIMORE, JR., Assistant Professor of Education (2012);
 B.A., Clemson University, 1983;
 M.Ed., The Citadel, 1995.

JOHN A. LESAINE, Assistant Professor of Physical Education; Call Me Mister Campus Director (2009);
 B.S., Newberry College, 2007;
 M.Ed., Valdosta State University, 2009.

JANET LONG, Assistant Professor of Music (1995);
 B.M.E., Montana State University, 1975;
 M.Ed., Montana State University, 1989.

CATHERINE D. LOVETT, Assistant Professor of Biology (1994);
 B.S., Southwest Missouri State University, 1983;
 M.A., Temple University, 1985;
 Ph.D., Temple University, 1994.

CHRISTINA McCARTHA, Professor of Chemistry; Department Chair (2003, 2011);
 B.S., University of South Carolina, 1984;
 Ph.D., Emory University, 1992.

BETSY M. McDOWELL, Professor of Nursing, Department Chair (2007);
 B.S.N., University of South Carolina, 1971;
 M.S.N., University of North Carolina, 1975;
 Ph.D., University of South Carolina, 1997.

BARRY McGINNIS, Professor of Music (2002);
 B.S., Towson State University, 1991;
 M.M., East Carolina University, 1993;
 D.M.A., University of Georgia, 2002.

JENNIFER MARTINSEN, Assistant Professor of English (2012);
 B.A., University of Wisconsin—Eau Claire, 1999;
 M.A., University of North Carolina, 2004;
 Ph.D., University of South Carolina, 2010.

SARAH MASTERSON, Assistant Professor of Music (2014);
 B.A., DePauw University, 2006;
 M.A., University of Connecticut, 2008;
 D.M.A., University of Connecticut, 2011.

WARREN S. MOORE, III, Professor of English (2003);
 B.A., Excelsior College, 1987;
 M.A., University of Kentucky, 1992;
 Ph.D., Ball State University, 2002.

JENNIFER MORRISON, Assistant Professor of Education; Department Chair (2010, 2012);
 B.A., University of South Carolina, 1994;
 M.A., University of Canterbury, 1997;
 National Board Certification, 2001;
 M.Ed., University of South Carolina, 2011.

BRUCE NELLSMITH, Professor of Art (1988);
 B.F.A., University of Georgia, 1981;
 M.F.A., University of North Carolina, 1985.

JODIE PEELER, Professor of Communications (2001);
 B.S., Lander University, 1995;
 M.A., University of South Carolina, 1998;
 Ph.D., University of South Carolina, 2001.

SARA PETERS, Assistant Professor of Psychology (2012);
 B.A., University of South Carolina, 2006;
 M.A., University of South Carolina, 2010;
 Ph. D., University of South Carolina, 2013.

DAPHNE POORE, Assistant Professor of Education (2012);
 B.S., Winthrop University; 1996;
 M. Ed., Walden University, 2008.

DEBBIE POSTON, Instructor of Education; Clinical Experiences Coordinator (2001);
 B.S., Winthrop University, 1985;
 M.Ed., University of South Carolina, 1994;
 M.A. + 30, University of South Carolina, 1998.

J. TRACY POWER, Assistant Professor of History, Director of Newberry College Archives (2014);
 B.A., Emory University, 1980;
 M.A., University of South Carolina, 1984;
 Ph.D., University of South Carolina, 1993.

DAVID RACHELS, Professor of English, Department Chair (2013);
 B.A., Emory University, 1989;
 M.A., University of Illinois at Urbana-Champaign, 1991;
 Ph.D., University of Illinois at Urbana-Champaign, 1996.

PAULA RIDDLE, Associate Professor of Art (2005);
 B.A., Lander University, 1986;
 M.A.T., University of South Carolina, 1988.

VIRGINIA RIDDLE, Assistant Professor of Education (2009);
 B.A., University of South Carolina, 1974;
 M.Ed. University of South Carolina, 1983;
 Masters + 30, University of South Carolina, 2002.

JOHN ROBERTS, Assistant Professor of Music (2012);
 B.M.E., University of South Carolina, 2003;
 M.M., University of North Texas, 2005;
 D.M.A., University of North Texas, 2010.

MARILYN MAREK SCHROER, Associate Professor of Psychology (1999);
 B.A., Graceland College, 1978;
 M.S., Texas A&M University, 1981; Ph.D.,
 Texas A&M University, 1985.

STEVEN SCHWEIZER, Professor of Political Science (2003);
 B.S., Truman State University, 1971;
 M.A., Truman State University, 1973;
 Ph.D., University of Missouri—Columbia, 1984.

JESSE L. SCOTT, Professor of History (1985);
 B.A., Clemson University, 1979;
 M.A., Clemson University, 1981;
 Ph.D., University of South Carolina, 1985.

GERALD SEALS, Associate Professor of Business Administration (2005);
 B.A., University of South Carolina, 1975;
 M.A., University of Denver, 1976.

MARILYN DALLMAN SEYMOUR, Associate Professor of English (2009);
 B.A., University of North Carolina-Charlotte, 1977;
 M.A., Old Dominion University, 1987;
 Ph.D., University of Tulsa, 2006.

CHRIS SHEPPARD, Assistant Professor of Music (2010);
 B.F.A., Marshall University, 1994;
 M.M., University of Northern Colorado, 1997;
 D.M.A., University of Wisconsin, 2005.

SUSAN B. SHURDEN, Assistant Professor of Business Administration (2013,1988);
 B.S., Louisiana Technical University, 1987;
 MPA, Louisiana Technical University, 1988.

STEPHANIE SILLAY, Assistant Professor of Political Science (2011);
 B.A., Furman University, 1997;
 Ph.D., Indiana University, 2008.

PAUL D. SMITH, Assistant Professor of Business Administration, *fastFORWARD* Instructor (2004, 2009);
 B.S.B.A., University of South Carolina, 2000;
 M.B.A., Webster University, 2004.

TANIA SOSIAK, Associate Professor of Graphic Design and Social Media (2003);
 B.F.A., Syracuse University, 1988;
 Masters Program, 1993;
 M.I.D., North Carolina State University, 1996.

RENEE C. STUBBS, Associate Professor of Mathematics (2006, 1983);
 B.S., Newberry College, 1977;
 M.Ed., Converse College, 1983.

DWAINE THOMAS, Assistant Professor of Nursing (2012);
 B.S.N., University of South Carolina, 1979;
 M.S.N., Walden University, 2011.

VICTOR W. VALLO, Jr., Professor of Music (2012);
 B.M., Syracuse University, 1977;
 M.M., George Washington University, 1981;
 Ph.D., University of Florida, 1991.

T. OTIS WALKER, Associate Professor of Mathematics/Physics, (1983);
 B.S., Furman University, 1972;
 M.S., Clemson University, 1975;
 Ph.D., Clemson University, 1978.

LISA WALLER, Assistant Professor of Education; Director, RETAIN Center of Excellence (2010);
 B.S., Mississippi University for Women, 1999;
 M.Ed., Middle Tennessee State University, 2002;
 Ph.D., University of South Carolina, 2008.

CHRISTINA L. WENDLAND, Associate Professor of Religion; Director of QEP (2007, 2010);
 B.S., Ohio State University, 1992;
 M.Div., Trinity Lutheran Seminary, 1997;
 Ph.D., Luther Seminary, 2007.

PEGGY L. BARNES WINDER, Professor of Physical Education, (1990); Director of Diversity Education (2012);
 B.A., Newberry College, 1987;
 M.S., Western Kentucky University, 1988;
 Ph.D., Touro University International, 2006.

VINETTA GOODWIN WITT, Professor of Sociology, Interim Department Chair (1999, 2014);
 B.A., South Carolina State University, 1976;
 M.A., Clark-Atlanta University, 1977;
 Gerontology Certificate, University of South Carolina, 1998;
 Ph.D., University of South Carolina, 1999.

ADJUNCT FACULTY

Adjunct Faculty members are part-time employees of the College or Staff who teach nine semester hours or fewer each semester.

CYNTHIA AULBACH, Instructor of Biology (2009); and Master Teacher Noyce grant (2014);
B.S., University of South Carolina, 1975;
M.S., University of South Carolina, 1979.

KRISTEN BUCHWALD, Instructor of Nursing (2014);
B.S., University of South Carolina - Aiken, 1992;
A.D.N., University of South Carolina - Aiken, 1997;
M.S.N., Walden University, 2011.

STEPHEN BURRUS, Instructor of Mathematics (2013);
B.S., North Carolina State University, 1989;
M.A., North Carolina State University, 2008.

KEVIN BYRD, *fastFORWARD* Instructor (2010);
B.A., University of South Carolina, 1998;
M.S.W., University of South Carolina, 2009;
Licensed Master Social Worker, 2009.

DRUIE CAVENDER, Instructor of Biology (2013);
B.A., Miami University, 1976;
Ph.D., University of Texas Health Science Center, 1980;
M.P.H., University of Michigan School of Public Health, 1981.

JAMES CHOCKLETT, Instructor of Chemistry (2013);
B.S., Newberry College, 2004,
M.S., Eastern Kentucky University, 2013.

DAWN S. DRIGGERS, Instructor of Music (2010);
B.M.E., Samford University, 1987.

MARTHA DORRELL, Instructor of Social Work (2006);
B. A., Newberry College, 1982;
M.S.W., University of South Carolina, 1984.

LYNN DOWD, Instructor of Education; Teaching Fellows Campus Director (2009);
B.A., Limestone College, 1974;
M.Ed., Converse College, 1982;
Masters + 30, University of South Carolina, 1990.

AUSTIN GABORIAU, Instructor of Music (2013);
B.M., University of South Carolina, 2012.

NEIL HANCE, Instructor of Theatre and Speech (2010);
B.A., Furman University, 1978;
M.F.A., University of North Carolina-Greensboro, 1985.

ROBERT HAWKINS, Instructor of Music (2012);
B.A., Ball State University, 1972;
M.M., Ball State University, 1973;
M.A., University of Notre Dame, 1986;
Ph.D., University of Notre Dame, 1988.

MARJORIE HUWA, Instructor of Art and Graphic Design (2010);
B.F.A., University of Nebraska-Lincoln, 1984.

DAVID JONES, *fastFORWARD* Instructor (2010);
B.A., Saint Leo University, 1984;
M.A., Webster University, 1999;
Ph. D., Walden University, 2011.

ELWOOD JONES, Instructor of Business Administration (2013);
B.A., Newberry College, 1968;
M.S., University of Miami, 1974;
D.B.A., Nova University, 1982.

KELLEY G. KELLY, *fastFORWARD* Instructor (2011);
B.A., Southern Wesleyan University, 2006;
M.S.M., Southern Wesleyan University, 2008.

TRACY LEENMAN, Instructor of Music (2014);
 B.M.E., Syracuse University (1977);
 M.M., Syracuse University (1983).

YING LIAO, Instructor of Music (2013);
 B.A., Taiwan National University of Arts, 2009;
 M.A., University of South Carolina, 2012.

JAEJOO LIM, *fastFORWARD* Instructor (2010);
 B.A., Seoul National University, 1989;
 M.S., Georgia State University, 2002;
 Ph.D., Clemson University, 2007.

ANDREW LYNN, Instructor of Music (2013);
 B.A., Cleveland State University, 2006;
 M.A., University of South Carolina, 2011.

SARA LYON, Instructor of Physical Education (2012);
 B.S., Kean University, 2010;
 Athletic Training Certified, 2010;
 Registered Orthopedic Technologist, 2010;
 M.S. East Stroudsburg University, 2011;
 South Carolina Athletic Trainer, 2012.

JIMMY J. MONTGOMERY, Instructor of Religion, (2010);
 B.S., Allen University, 1973;
 M. Div., Interdenominational Theological Center, 1976;
 D. Min., Emory University, 1987.

SUSIE PIPPIN, Instructor of Nursing (2010);
 A.D.N., Midlands Technical College, 1988;
 B.S.N., University of South Carolina, 1998;
 M.N., University of Phoenix, 2008.

CARMELLA POWELL, Instructor of Science (2012);
 B.S., Benedict College, 1967;
 M.A.T., University of South Carolina, 1974.

KEITH RINGER, Instructor of Political Science (1991);
 B.A., Newberry College, 1984;
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MATTHEW SMITH, Instructor of Music (2006);
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Dates in parentheses indicate the years of full-time service on the Newberry College Staff.

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 B.A., Lenoir-Rhyne College, 1949;
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 B.A., Central Methodist College, 1959;
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 Department Chair (1988-2000);
 B.Mus., DePauw University, 1959;
 M.Mus., Florida State University, 1961;
 Ph.D., Indiana University, 1969.
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 M.A., University of South Carolina, 1964; Ph.D.,
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 Post-doctoral study, Harvard University, 1975.
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 M.Ed., University of Arizona, 1968;
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 B.Mus., Cincinnati Conservatory of Music, 1950;
 M.Mus., Florida State University, 1954;
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Military Science.....LTC Brian Donley
Muller Center.....TBD
Office of the RegistrarMs. Carol Bickley
Student Veterans’ Affairs and Adult Mentoring Services.....Dr. Susan Epting
Wessels LibraryMs. Nancy Rosenwald

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