

NEWBERRY
COLLEGE

2019-2020 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
by the Office of Academic Affairs

The Catalog is available online
at
www.Newberry.edu
under the Academics tab.

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

2019-2020

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 connect with, and support, Newberry College as a place of open dialogue and free inquiry for all.

MISSION STATEMENT AND GOAL*S*

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. Sid Parrish, Jr., Vice President for Academic Affairs
Admission to College..... ..... Mr. Chris Harris
Alumni Relations ....Mr. Jeff Wicker
Archives..... Dr. J. Tracy Power
Associate Dean of Academic Affairs .....Rev. Dr. Christina Wendland
Athletic Communications..... .....Mr. Randall Stewart
Athletics Program ……....Mr. Ralph Patterson, Director Intercollegiate Athletics
Campus Pastor and Director of Church Relations ..... .Rev. Ernest W. Worman, III
Center for Student Success .....Dr. Sandy Scherrens, Associate Dean
Diversity Education .....Dr. Peggy B. Winder
Enrollment Management ....Mr. Chris Harris
Expenses & Tuition .....……...Ms. Kathy S. Worster, Vice President for Administrative Affairs
Financial Aid .....Ms. Danielle M. Bell
Food Service .....Ms. Kathy S. Worster, Vice President for Administrative Affairs
Institutional Advancement .....…….. Mr. Scott Joyner, Vice President, Institutional Advancement
Instructional Technologist ..... Ms. Charlene Wessinger
Library .....Mr. Reid Austin
President of Newberry College ..... Dr. Maurice W. Scherrens
Publicity, Marketing, & General Information .... TBA
Registration, Transcripts ..... Ms. Carol Bickley; Ms. Cindy Shealy
Residence Life .... Ms. Amanda Halfacre
Student Disability Services ..... Ms. LaShawn Hanes
Student Services .....Dr. Sandra A. Rouse, Dean of Student Affairs
Student Life and Engagement.....Mr. Michael Smith
Student Veterans Affairs..…….....Mr. Chris Harris
Summer School ..... Ms. Carol Bickley

Address correspondence to:

NEWBERRY COLLEGE
2100 College Street
Newberry, SC 29108

(803) 276-5010 (800) 345-4955
FAX: (803) 321-5526
www.newberry.edu

TABLE OF CONTENTS

Alma Mater ..... Page 4

Matriculation Pledge, Newberrian Creed, Mission Statement and Goals ..... Page 5

Directory of Correspondence ..... Page 6

Academic Calendar, 2019-20 ..... Page 8

College Profile ..... Page 12

General Information ..... Page 13

Assurance of Compliance (Title IX) ..... Page 15

Admission to the College ..... Page 18

College Expenses ..... Page 26

Financial Aid ..... Page 34

Student Services ..... Page 38

Academic Integrity ..... Page 39

Academic Regulations ..... Page 45

Academic Programs and Opportunities ..... Page 55

Academic Areas of Study (Majors, Minors, Departments) ..... Page 66

2014 Core ..... Page 72

Online Core ..... Page 74

Major and Minor Requirements with Course Descriptions ..... Page 75

Administration, Faculty, and Staff Directory ..... Page 241

Faculty and Staff Emeriti Directory ..... Page 257

Newberry College Presidents ..... Page 259

Board of Trustees ..... Page 259

ELCA Bishops ..... Page 261

Academic Departments/Administration ..... Page 262

Index ..... Page 263

ACADEMIC CALENDAR 2019-2020

FALL SEMESTER 2019

July 31, Wed	Fall Semester 2019-20 Financial Obligations Due
Aug. 9-14, Fri-Wed	Band Camp
Aug. 12, Mon	New Faculty Orientation
Aug. 13-14, Tue, Wed	Orientation for all Faculty
Aug. 15, Thu	Final First Year Student Orientation
Aug. 15, Thu	Freshman Move-In
Aug. 16, Fri	Freshman Check-in; Freshman Testing
Aug. 16-18, Fri-Sun	Howl Effect
Aug. 17, Sat	Returning Student Move-In 9:00 a.m.
Aug. 19, Mon	Check-In for Transfer and Returning Students
Aug. 19-24, Mon-Sat	Welcome Week
Aug. 20, Tue	Classes Begin at 8:00 a.m.
Aug. 23, Fri	Opening Convocation-10:00 a.m., Wiles Chapel
Aug. 25, Sun	Opening Worship Service
Aug. 26, Mon	Last day to Check In; Last Day to Add/ Drop Classes
Aug. 28-30, Wed-Fri	Application for Degrees for December Graduates
Sep. 2, Mon	Labor Day Holiday; No Classes; Administrative Offices Closed
Sep. 3, Tue	Classes Resume-8 a.m.; Administrative Offices Open-8 a.m.
Oct. 9, Wed	Mid-Term
Oct. 12, Sat	Homecoming
Oct. 16, Wed	Mid-Term Grades Due
Oct. 17-18, 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. 18, Fri	Fall Break for Staff; Administrative Offices Closed
Oct. 21, Mon	Classes Resume-8 a.m.; Administrative Offices Open-8 a.m.
Oct. 21-25, Mon-Fri	Dufford Diversity Week
Oct. 25, Fri	Last Day to Drop Classes with a grade of "W"
Oct. 28-Nov.15	Registration for Spring Semester
Nov. 8, Fri	Founders Convocation-10:00 a.m., Wiles Chapel
Nov. 20, Tue	Dining Services close after Tuesday dinner
Nov. 27-29, Wed-Fri	Thanksgiving Break (Thanksgiving Break begins after Tuesday evening classes are complete) Residence Halls close for Thanksgiving 9:00 a.m. on Wednesday
Dec. 1, Sun	Residence Halls reopen 2 p.m.; Dining Services open for dinner
Dec. 2, Mon	Classes Resume-8 a.m.; Administrative Offices Open 8 a.m. Fall Semester Classes End
Dec. 4, Wed	Reading Day
Dec. 5,6,9,10	Final Exams
Dec. 10, Tue	Residence Halls close at 8:00pm for NON-Graduation Participants
Dec. 12, Mon	Grades for December Graduates due to Registrar's Office by 12:00-Noon
Dec. 13, Tue	Commencement Rehearsal, 2:00 p.m. Wiles Chapel Grades for Undergraduates due to Registrar's Office by 4:00 p.m.
Dec.14, Sat	Commencement—2:30 p.m., Wiles Chapel Residence Halls close at 6:00 p.m. for Commencement Participants
Dec. 20-Jan 1	Administrative Offices Close Dec. 19 at 4:30 p.m., Christmas Break

ACADEMIC CALENDAR 2019-2020

SPRING SEMESTER 2020

Jan. 2, Thu	Administrative Offices Open-8:00 a.m.
Jan.8, Wed	Spring Semester 2019-20 Financial Obligations Due
Jan 12, Sun	New Student Move-In 12:00 p.m.
	Residence Halls Open 2:00 p.m.; Dining Services begin at dinner
Jan 13-17	Welcome Back Week
Jan. 13, Mon	First Year and Transfer Student Orientation
Jan. 13, Tue	Check-In For All Students
Jan. 14, Tue	Classes Begin
Jan. 13-17	Application for Degrees for May Graduates
Jan. 17, Fri	Last Day to Check In; Last Day to Add/Drop Classes
Jan. 20, Mon	Martin Luther King Jr. Day of Service; No Classes; Administrative Offices Closed
Jan. 21, 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. 28, Fri	Residence Halls Close at 6:00 p.m.; Dining Services end at dinner
Mar. 2-6, Mon-Fri	Spring Semester Break for Students and Faculty
Mar. 4, Wed	Mid-Term
Mar. 5-6, Thu, Fri	Administrative Offices Closed; Spring Break for Staff
Mar. 8, Sun	Residence Halls Open at 2:00 p.m.; Dining Services resume at dinner
Mar. 9, Mon	Classes Resume-8:00 a.m.; Administrative Offices Open-8:00 a.m.
Mar. 11, Wed	Mid-Term Grades Due
Mar. 18, Wed	Last Day to Drop Classes with a grade of "W"
Ap.1-Ap. 12	Registration for Summer Classes and Fall Semester
Ap. 3, Fri	Honors Convocation-10:00 a.m., Wiles Chapel
Ap. 10, Fri	Good Friday; Administrative Offices Closed; No Classes (Easter Break begins after Thursday Evening Classes are complete)
Ap. 13, Mon	Classes Resume-8:00 a.m.; Administrative Offices Open-8:00 a
Ap. 28, Wed	Spring Semester Classes End
Ap. 29, Wed	Reading Day
Ap. 30, May 1,4,5	Exams (Thu, Fri, Mon, Tue)
May 5, Tue	Residence Halls Close at 8:00 p.m. for NON-Commencement participants
May 7, Thu	Grades for May Graduates due to Registrar's Office
May 8, Fri	Commencement Rehearsal-11:00 a.m., Eleazer Arena Commencement Lunch for Graduates-12:00 p.m. at Dufford Alumni House Jazz Big Ban Graduation Concert-Newberry Opera House Grades for Undergraduates due to Registrar's Office Nursing Pinning Ceremony, 7:00 p.m., Wiles Chapel
May 9, Sat	Baccalaureate-11:00 a.m., Wiles Chapel. Commencement-2:00 p.m., Eleazer Arena Residence Halls Close at 6:00 p.m. for Commencement Participants

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

CALENDARS FOR 2020 MAY TERM AND SUMMER SESSIONS

2020	**MAY TERM**
May 10, Sun	May Term Residence Hall opens 2:00 p.m.
May 12, Mon	Check-In 10:00-noon
	Classes begin as indicated on Registrar's schedule
May 25, Mon	Memorial Day Holiday; Administrative Offices Closed
May 29, Fri	Classes End; All Residence Halls Close-6:00 p.m.

2020	**SUMMER I**
June 1, Mon	Summer Residence Hall opens at 9:00 a.m.
	Summer I Registration; Check In-10:00-Noon;
	Classes Begin-1:00 p.m.
June 24, Wed	Classes End; Residence Hall Closes-6:00 p.m.

2020	**SUMMER II**
July 1, Wed	Summer Residence Hall opens at 10:00 a.m.
	Summer II Registration; Check In-10:00-Noon;
	Classes Begin-1:00 p.m.
July 4, Fri	Independence Day Holiday; Administrative Offices Closed
July 24, Fri	Classes End; Residence Hall Closes-6:00 p.m.

ACADEMIC CALENDAR FOR NEWBERRY ONLINE STUDENTS FALL 2019-FALL 2020

FALL 2019

- First Sub-Term (Fa-1): August 19 - October 9
- Second Sub-Term (Fa-2): October 14-December 4

SPRING 2020

- First Sub-Term (Sp-1): January 7 -February 26
- Second Sub-Term (Sp-2): March 2 - April 22

SUMMER 2020

- First Sub-Term (Su-1): May 4 - June 24
- Second Sub-Term (Su-2): June 29 - August 19

FALL 2020

- First Sub-Term (Fa-1): Aug 24-October 14
- Second Sub-Term (Fa-2): October 19 - December 9

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.

Campus Information: Number of Students: 1210 (Fall 2018)
Number of Faculty: 71
Campus size: 90 acres
Number of Buildings and Athletics Facilities: 32

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, S.C. (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 February1859.

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

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 (SACSCOC) to award Bachelor's Degrees. Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 or online at http://www.sacscoc.org for questions about the accreditation of Newberry College.

Newberry College also holds current accreditation from the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120 (202) 887-6791; the National Association of Schools of Music (NASM); and 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) 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 and print books, scholarly journals, magazines, newspapers, and DVDs. Online databases provide up-to-date information 24/7 across all academic disciplines and are accessible through the Wessels Library website. Students are also able to request information to support their research from most academic institutions in South Carolina through PASCAL, a borrowing and delivery agreement with those colleges.

Computer workstations are provided throughout the library 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 worktables and comfortable seating, single-student desks in the stacks, and a quiet commons area on the lower floor with quiet group study rooms as well. Experienced library staff members are available to provide direction and answers to students' questions.

The Library and Center for Student Success arrange peer tutoring that is free to all students of Newberry College. Scheduling and subject areas covered vary by semester depending on the availability of tutors. The current tutoring schedule can be viewed on Wolf Den, on Wessels Library's website, and at the front desk in the Library.

CAMPUS TECHNOLOGY

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

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, and Wessels Library.

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. Most Wolf Den capability is available on multiple platforms.

To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be program specific computer requirements. Students should see catalog for specific program or course computer requirements as well. 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 Academic Calendar page 8.

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 the Chief of Campus Security and can be found online at the Newberry College homepage under the Security link.

The Newberry College Campus Security Office is located in Brokaw Hall, Room 176, telephone: (803) 321-5600 and cell: (803) 940-0672. The Chief of Campus Security is located in Derrick Hall Office 13, telephone: (803) 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 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.
Discrimination and harassment includes many forms of conduct and behavior. Any form of discrimination or harassment contradicts the policies of Newberry College and will not be condoned or tolerated.

Discrimination and/or harassment on the basis of any protected characteristic is strictly prohibited. Under the Newberry College Discrimination and Harassment policy, discrimination and/or harassment is any conduct (verbal, non-verbal, or physical) that is hostile or adverse toward any individual because of his or her gender/gender identity, sexual orientation, race, color, national origin, religion, age, marital status or disability or any other characteristic protected by law, or that of his/her relatives, friends or associates and that: (A) creates an intimidating, hostile or offensive work or learning environment; or, (B) unreasonably interferes with an individual's work or academic performance; or, (C) otherwise adversely affects an individual's employment or academic opportunities.

Newberry College is committed to providing a campus environment free from sexual harassment. Sexual harassment is defined by Newberry College to be any unwanted or unwelcome sexual conduct, including but not limited to comments, suggestions, physical contact or propositions.

Sexual harassment is not limited to the workplace or educational environment. It can occur off-site such as at conferences, athletic events, study abroad, field placements, internships, or housing. It can occur out of the state and country. Newberry College will consider the effects of off-campus behavior as a part of the evaluation of whether a hostile environment exists on campus.

Some examples of unwanted conduct that could constitute sexual harassment include (but are not limited to): sexual propositions or advances, sexual jokes, comments about an individual's body, comments about sexual activity including deficiencies or prowess, displaying sexual images including cartoons, sexual gestures, innuendos of a sexual nature, unwanted contact, sexist statements, intimidating conduct, taunting slurs, hostility for failing to conform to expected notions of sex and gender, persistent requests for sexual activity, inappropriate gifts or communications, and the use of sexist terms of endearment.

Sexual misconduct is a form of sexual harassment which includes, but is not limited to, sexual assault, sexual exploitation, stalking, and relationship violence. Any sexual activity that occurs without consent of all parties is a violation of this policy.

Sexual harassment can occur in any sex or gender and regardless of actual sex, gender, gender identity, gender expression and/or sexual orientation.

The taking and/or sharing of sexual images (digital or otherwise) without permission is a form of sexual harassment. The taking or sharing of sexual images of a person under 18 years of age may violate child pornography laws, is strictly prohibited, and will be reported to local authorities.

Retaliation against anyone who makes a good faith report or complaint of sexual harassment or anyone who participates in an inquiry or investigation is strictly prohibited.

Sexual harassment and misconduct are considered a form of sex discrimination and is prohibited by federal and state law, including Title VII of the 1964 Civil Rights Acts as amended and Title IX of the 1972 Amendment to the Higher Education Act.

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:

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

Rev. Dr. Christina Wendland, Associate Dean of Academic Affairs; Associate Professor of Religion
Work: 803-321-5193
christina.wendland@newberry.edu

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

Adia Daniels, Assistant Dean of Student Affairs
Work: 803-321-5205
adia.daniels@newberry.edu

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

Dr. Sandra Rouse, Dean of Student Affairs
Work: 803-321-5206
sandra.rouse@newberry,edu

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

SANDY SCHERRENS, Senior Woman Administrator
Sandy.Scherrens@newberry.edu

-OR-

Wayne Alexander, Assistant Director of Compliance and Athletic Operations
Work: 803-321-5154
wayne.alexander@newberry.edu

-OR-

Dr. David Rachels, Faculty Athletic Representative
Work: 803-321-5189
david.rachels@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 Research and 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

Newberry College Online Privacy Policy

Newberry College is committed to protecting the privacy of all of our students: past, present, and future. The procedures for protecting the privacy of students are the same whether face-to-face or online. As such, the Academic Catalog p. 15 provides a written documentation of Newberry College's adherence to the Family Education Rights and Privacy Act of 1974:

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 in compliance with the Family Education and Privacy Act of 1974 (FERPA) and the Family Personal Privacy Act of 2002.

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 External Newberry College Partnership Applications
- Official high school transcript(s)
- Official SAT or ACT score reports
- Letter of recommendation from a school counselor or teacher is OPTIONAL
- Personal Statement is OPTIONAL

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 admission 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 are either admitted as degree-seeking or non-degree students. Non-degree students should refer to page 25, Special Students.

Newberry College Verification of Identity Policy

Newberry College issues each student a unique identifier number at the time of application. This ID # follows the student throughout their enrollment. It does not change, so it serves as one method of validation. Upon acceptance the student self-selects a unique password that allows protected access to Jenzabar, the college's information management system and course management system.

At the time of enrollment the student is given a unique e-mail address and self-selects a unique password that protects access to the e-mail account. Students who login to Jenzabar or to their e-mail account provide assurances to faculty of their identity for online courses requiring interactions via discussion boards, establishing written patterns between instructor and student, or other course related written exercises and assessments.

Newberry College Projected Additional Charges Associated with Verification of Identity

Newberry College does not charge additional fees for verifying student identity upon initial enrollment. Students enrolled in courses which require proctored assessment may take those exams free of charge on the Newberry College campus. Students taking a proctored assessment over the internet may be required to use a proctoring service such as ProctorU. Fees for using these third party services are not included in regular tuition and fees and are the responsibility of the student.

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
- 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 (www.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 ADMISSION INTERVIEW

Interviews are recommended as part of the campus visit. In addition to reviewing a student's academic record, an Admission 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 recommended, and after initial review of a student's application, it may be 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.

Exam	Score	Credit for
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.

Higher Level IB Examination	Course Credit IB Score of 4	Course Credit IB Score of 5, 6 or 7
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	Credit	Credit Granting Score	Score Replaces
Business			
Info. 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
Composition & Literature			
American Literature	3	46	ENG 230
Analysis & Interpretation of Literature	3	47	ENG Elective
English Literature	3	46	ENG 220
Foreign Languages			
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

History & Social Sciences

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	**Credit**	**Credit Granting Score**	**Score Replaces**
Science & Mathematics			
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 61.

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 and satisfy all requirements for transfer admission as described in the following paragraphs.

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 college-level 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 (A.A. or A.S.) 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 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.) If a student is awarded transfer credit for a course that carries a Newberry College core tag, the student will also be awarded credit for the tag. This policy **does not** apply to the WI tag; all WI requirements must be satisfied by Newberry College coursework.

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. Associates degrees (A.A. or A.S. only) count as a fully satisfied core, aside from 1 religion, 1 ethics, and WI requirements as determined by class standing at time of transfer. Religion and Ethics credits may be awarded through completion of equivalent courses at another institution(s).

Newberry College Online: Online students must transfer at least 45 credit hours applicable to selected degree program in order to enroll in Newberry Online degree-completion programs.

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 an approved international transcript evaluation organization (www.naces.orgfor all foreign transcripts. Final official evaluation review by international transcript evaluator must be submitted to our office directly from evaluation organization. Applicants should submit original copies of transcript or graduation certificate to the Admission Office as part of their admission application.
- International student athletes can submit original copies of final transcripts and graduation certificates and may be used in conjunction with final NCAA Clearinghouse documented GPA and transcript evaluation.
- All international students 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 Admission at least one week prior to the start date for the term in which they plan to enroll.

ADMISSION FOR THE SUMMER SESSIONS

Two terms of five weeks each 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. 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 Applications are available from the Office of Enrollment Management, the Office of the Registrar, and on the Registrar's webpage on the College website.

NEWBERRY ONLINE: REGISTRATION

Academic advisors must register Newberry Online students at the beginning of their degree programs for three consecutive trimesters (6 sub-terms: Fa-1, Fa-2, Sp-1, Sp-2, Su-1, Su-2). Advisors must also work with each student to develop a 12-month or 18-month sequence of courses (Roadmap) leading to designated program degree. The Academic Calendar for online students is located on page 10.

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 2019-2020

	SEMESTER	YEAR
Full Time Tuition (12-18 Credit hours)	$ 12,500	$ 25,000
Academic Commons Fee	$ 1,200	$ 2,400
Total Tuition and Fees	$ 13,700	$ 27,400

Over 18 Credit Hours	$ 833.00 per credit hour
Part-time Tuition (Less than 12 Credit hours)	$ 833.00 per credit hour
Academic Commons Fee (Part Time and over 18 credit hours)	$ 80.00 per credit hour

The Academic Commons Fees is used to maintain classroom technology.

Newberry College Online Program Expenses

$395 per credit hour in addition to other fees required in specific courses.

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 $ 913 per credit hour.

May Term

Each student is allowed one May term course with no additional charge for tuition, room and board. Additional course or lab fees may apply. Board includes lunch only (Monday-Friday) in the café. Any additional May Term courses will be charged to the student for tuition, room and board based on the approved summer school rates. The refund policy for May term course fees are determined by the individual professor.

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.

2020 Summer I and Summer II Sessions Tuition and Fees

Tuition, each credit hour	$ 300.00
Campus Housing	
Double Room	$ 435.00
Single Room	$ 670.00
Laboratory Science Fee (each course)	$ 95.00
Academic Commons Fee (per session)	$ 125.00

Summer School tuition and fees are due and payable at or prior to registration each term.
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.

Prior to registration, all balances from previous semesters must be paid.

Residence Hall Options

Community Style Resident Halls	**Academic Year August –April**
Brokaw Hall (Freshmen Hall)	
Standard Double Occupancy	$5,800.00
Cromer Hall	
Standard Double Occupancy	$5,800.00
4 Person Suite	$5,800.00
Derrick Hall	
Standard Double Occupancy	$5,900.00
Kinard Hall (All Male)	
Standard Double Occupancy	$5,800.00
4 Person Suite	$6,400.00
Smeltzer Hall (All Female)	
Standard Double Occupancy	$6,000.00
Standard Triple Occupancy	$6,600.00
4 Person Suite	$6,000.00
Suite Style Resident Halls	**Academic Year August –April**
Walker Hall	
Triple Occupancy 2 Bedroom Suite	$6,000.00
Triple Occupancy 1 Bedroom Suite	$6,000.00
Double Occupancy 2 Bedroom Suite	$6,600.00
Double Occupancy 1 Bedroom Suite	$7,600.00
Single Occupancy 2 Bedroom Suite	$8,300.00
Oakland Mill (Jrs. & Srs. Only)	
Double Occupancy 4 BR Suite	$7,400.00

Double Occupancy 2/3 BR Suite	$7,400.00
Single Occupancy 2-4 BR Suite	$8,000.00

Pearson Hall

Double Occupancy	$7,300.00
Single Occupancy	$7,800.00

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, Boar's Head and Chick-fil-A 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.

Meal Plan Options

All Access 7 Days a Week: This plan provides for 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. The cost of this meal plan is $ 5,200 per year or $2,600 per semester.

All Access 5 Days a Week: This plan provides for 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. The cost of this meal plan is $ 5,200 per year or $ 2,600 per semester.

Oakland Mill Plan: 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. The cost of this meal plan is $ 2,260 per year or $ 1,130 per semester.

Commuter Block: This plan is only available for Commuting Students. It includes 30 meals throughout each semester. It also allows for an additional $100 per semester to be used at other dining facilities on campus. The cost of this meal plan is $ 796 per year or $ 398 per semester.

Summer Meal Options

Students can enjoy lunch only Monday – Friday in the Dining Hall.
There is no meal plan for the summer. Students must 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, 2019** for the Fall

Semester, and **January 8, 2020** for the Spring Semester. Fall statements will be mailed by July 1. Spring statements will be mailed by mid-November. Statements are also available in the Finance section of Wolf Den.

Payments for online students are due and payable 10 days before the course start date.

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 2019-2020 academic year beginning July 1, 2019.

TMS charges an annual enrollment fee of $70.00 to participate in their interest-free payment plan. To participate in the TMS plan, please contact Shannon Sutherland at 803-321-5116 or Shannon.sutherland@newberry.edu.

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, 221, 271, 274, 321, 375, 376, 421, and 422.
- A $95 fee is charged for ART 191, 192, 241, and 242.
- A $125 fee is charged for ART 231, 331, 342, 343, 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 laboratory course.

Communications

- A $75 fee is charged for COM 101, 201, 301, and 401
- A $100 fee is charged for COM 311, 322, 323, 422, 423, 430, and 431.

English

- A $100 fee for assessment is required in ENG 113. A $125 fee is charged in ENG 335.

Environmental Science

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

Fitness for Life

- A $25 fee will be charged for all Fitness for Life Courses.

Forensic Science

- A $95 fee is charged for FSC 212.
- A $150 fee is charged for FSC 342 and FSC 343.

Graphic Design

- A $95 fee is charged for GPD 161, 220, 261, 264, 320, 364, 461, and 464.

History

- A $125 fee is charged in HIS 305.

Math

- A $125 Teacher Education fee is charged in MAT 336.

Music—Fees for a Semester or a Summer Session:

- Private Lessons in Piano, Organ, Voice, Guitar, Bass, or Band and Orchestra Instruments: $250 per credit hour. Lesson fee cap at $500 per instrument/voice lesson.
- 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 $125 per-course fee in relation to Music Education for courses: (MUS 102, 281, 381, 471, and 472).
- A $50 software license fee is charged for March Band Techniques (MUS 322).

Nursing—per-course fees

- A $125 per-course fee for non-laboratory/non-clinical courses: NUR 301, 303, 320, 324, 401, 420.
- A $175 per-course fee for laboratory/clinical courses: NUR 311, 313, 330, 332, 411, 413, 415, 430, 432, 434.

Physical Education

- 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 $125 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 $35 fee is charged for POS 499.

Psychology

- A $30 fee is charged for the PSY 402, and PSY 493/494, courses.

Science Laboratory Fee

- A $95 fee is charged for each laboratory science. A $125 Teacher Education fee is charged for SCI 321.

Social Media

- A $95 fee is charged for SOM 101 and 202.

Teacher Education

- A $125 Teacher Education Program fee is charged for EDU 224, 230, 232, 300, 341, 342, 382, 455, EDU 480/ECM 480, and EDU 483/ECM 483. Beginning in the 2018-2019 academic year a $50.00 course fee will be added for all teacher education candidates during the junior or senior year for completion of ProEthica Assessment via ETS.
- A $125 Teacher Education Program fee is also charged on courses within specific licensure programs: ECE 221, 260, 352, 435, 436, 437, 438, and 457; EMD 436, 437, 438, and 439; ELE 353, ELE 445, 446, 457 and 448; ENG 335; HIS 305; MAT 336; MUS 102, 281, 381, 471, and 472; PHE 305, 440; and SCI 321.

Theatre

- A $50 fee is charged for THE 102 *Movement for the Actor*.
- A $100 fee is charged for THE 103, 203, 212, 231, 222, and 332.

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. This deposit is non-refundable after May 1.

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.

Athletic Insurance – Student Athletes may be required to purchase Athletic Insurance at their own expense. All athletes should see John Lopez, Athletic Trainer, for additional information.

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 $187.50 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 $125 during the final term of attendance. This fee includes cap/gown, diploma, and diploma cover. Honors cords are provided through each individual organization.

International Students – Under the IRS laws any financial aid received over the amount of tuition charged may be subject to a 1042 tax. This tax may be added to the student's account. Several countries have treaties which negate this tax. For more information visit www.irs.gov/individuals/international-taxpayer/tax-treaty-tables or contact Lisa.Wicker@newberry.edu.

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.

Late Registration Fee for May Term – Students registering for May Term after the start of the Spring semester will be pay a fee of $200 late registration fee.

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 $35 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.

ADVANCE DEPOSIT FOR HOUSING RESERVATION

A housing reservation fee of $150 is required of all returning students seeking housing reservations. This deposit must be paid prior to making a room reservation. This deposit is refundable if the College is notified in writing before May 31 of the student's intention not to return to Newberry College for the following academic year. This deposit becomes a credit to the student's financial account as of July 1, 2020.

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

The College has many continuing expenses such as faculty salaries and plant maintenance. In order to plan and maintain these services, income must be assured. For that reason it is expected that students will be enrolled for the entire semester.

In accordance with the above paragraph, refund of any portion of tuition and fees will be made only in the case of official withdrawal from the College through the Office of the Vice President for Academic Affairs. The official date of withdrawal will be established by the Registrar. Accordingly, the following refund schedule will be applied based on the withdrawal date:

Tuition and Lab/course Fees – Fall and Spring Semester

- 100% prior to the end of the add/drop period

After the add/drop period the following schedule will apply:

- 75% between the first and the 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 after add/drop period

Fees – no refund on fees after the add/drop period

- Room – no refund on room charges after the first day of class after the add/drop period
- Board – 50% of the unused portion at any time during the semester.
- Lab/course fees – No Lab/Course fees will be refunded after the add/drop period.

The College reserves the right to charge a $100 administrative fee (as allowed by law) on withdrawals.

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

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 full-time status (twelve hours) to part-time status after the last day for check in will be changed 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

Newberry College's *Office of Financial Aid*—located in the Welcome Center—assists students in obtaining and retaining financial aid. Most importantly, it educates students about federal, state, and institutional funds; and it determines student eligibly for such funds.

HOW TO APPLY FOR FINANCIAL AID

1. Apply for admission to Newberry College.
    a. A student must first be admitted to the college before the financial aid office will begin determining eligibility for funding.
2. Submit the *Free Application for Federal Student Aid ("FAFSA")*.
    a. The FAFSA must be completed on this website: www.fafsa.ed.gov.
3. Complete all required financial aid documentation that the Office of Financial Aid requests.
    a. This includes completing the verification process, if required.
        i. Approximately 33% of all students who submit a FAFSA are federally selected for verification.

Newberry College's priority deadlines for financial aid applications for **all** students are March 15 for the fall semester and November 1 for the spring semester. In order to be considered for the South Carolina Tuition Grant, a FAFSA must be submitted no later than June 30 of each year.

IMPORTANT THINGS TO REMEMBER

1. The Office of Financial Aid's official communication method is institutional email. It is the responsibility of every student to check his/her email on a regular basis for updates from the financial aid office.
2. Newberry College does not allow gift aid (i.e., scholarships and grants) to exceed the direct cost of attendance (tuition, fees, room, and board). In the event that a student receives more gift aid than is necessary to cover direct costs, Newberry College will reduce institutional aid to compensate.
3. The FAFSA must be completed for every year during which a student plans on attending. Failure to complete a FAFSA will result in the loss of federal student aid and the South Carolina Tuition Grant, if applicable.
4. Students must be enrolled on a full-time basis in order to qualify for institutional and state aid. Newberry College considers a student to be enrolled on a full-time basis when s/he is enrolled in at least 12 credit hours per semester. Failure to enroll on a full-time basis will result in the loss of institutional and state aid.
5. Students and parent(s) are primarily responsible for financing the student's educational costs. The college's financial aid program is designed to supplement a family's own resources, not pay for the entire cost of attending. For programs that are need based, a student's level of need is determined by subtracting a student's federally defined *expected family contribution* from the institution's defined *cost of attendance*.
6. Financial aid awards will only be created once all required documentation has been obtained by the college. Some financial aid programs have a limited pool of funding, so it is important that students and parent(s) complete their financial aid paperwork as quickly as possible.
7. Financial aid award amounts are subject to change depending on funding levels and student eligibly criteria. Receiving a funding type one years does not guarantee that a student will receive it in subsequent years.
8. In order to receive a federal direct student loan, a student must first complete a Master Promissory Note and Entrance Loan Counseling. Both forms must be completed online at www.studentloans.gov.
9. Students are **not** eligible for institutional aid while being charged a reduced rate for tuition (example: *online programs*).
10. As long as a student maintains *Satisfactory Academic Progress* ("*SAP*") and other funding specific eligibility criteria, institutional aid can be renewed for every year of a student's continuous enrollment.
11. Students are required to notify the Office of Financial Aid if s/he receives any type of local scholarship that is not directly awarded by the college.
12. Students are awarded financial aid based on the assumption that they will be living on-campus. If a student decides to live off-campus—for any reason—that student's institutional aid will be reduced by at least 25%.
13. 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.

14. Once a student *completes* the requirements for an undergraduate degree (as defined in federal regulations), the student is no longer eligible to receive the Federal Pell Grant or the Supplemental Educational Opportunity Grant.

SATISFACTORY ACADEMIC PROGRESS (SAP) *(Update Page 267)*

Students who are enrolled in a degree seeking program at Newberry College must meet Satisfactory Academic Progress (*"SAP"*) standards in order to maintain eligibility for any form of financial aid. In order to determine SAP, a student will be evaluated on three criteria: *quantitative, qualitative, and time frame.* The following sections outline the minimum standards for each criterion. Please note that many state and institutional scholarships have higher eligibility requirements than those set forth by these criteria. It is ultimately the student's responsibility to know and understand the specific eligibility criteria for his/her federal, state, intuitional, and private awards.

Criterion #1: Quantitative

In order to meet the minimum requirement for the *quantitative SAP* criterion, a student must complete at least 75% of the credit hours in which s/he has enrolled. This percentage is calculated by dividing the number of credit hours earned (cumulative) by the number of credit hours attempted (cumulative). Attempted hours include those for degree related courses, remedial courses, withdrawals, repeated courses, incomplete courses, 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 hours attempted.

Criterion #2: Qualitative

In order to meet the minimum requirement for the *qualitative* SAP criterion, a student must earn a minimum GPA (cumulative) in accordance with the scale below:

Credit Hours Attempted	Cumulative GPA
0-23	1.50
24-55	1.75
56 or more	2.00

Grades earned for transfer courses will not be included in the GPA calculation for SAP. Grades of "W" will not be included in the GPA calculation for SAP. Incomplete grades will not be included in the GPA calculation for SAP. The highest grade for a repeated course (attempted at Newberry only) will be used in the GPA calculation for SAP.

Criterion #3: Time Frame

The time frame criterion limits the length of time that a student can receive federal student aid. A student will not be permitted to receive aid after exceeding 150% of the average length of his or her degree program (measured in credit hours attempted). This standard applies to all undergraduate candidates, including second-degree students. A student who changes his or her academic major will not have the credit hours related to the original major included in the time frame calculation. However, a student will only be allowed this leniency one time.

Review of SAP:

The academic records of all students will be reviewed for SAP at the end of each academic term (fall, spring, and summer), and all students will be notified of their SAP status via institutional email once the calculations have been completed. Students who initially move into an unsatisfactory SAP status will be given *one* additional semester to meet SAP criteria. During this time, the student will be placed on a *financial aid warning* status. If a student fails to meet all SAP criteria by the end of that student's *financial aid warning* period, that student will become ineligible for all forms of aid **until** all SAP criteria have been met.

SAP Appeals:

Students with unusual circumstance (e.g. death in the family, illness, or other circumstances beyond their control) may request the reinstatement of their financial aid by submitting an appeal form and supporting documentation to the office of financial aid. If a student's appeal is granted, s/he will be placed on either a *probationary* status for one semester **or**, in very rare circumstances, may be placed on an *academic plan*. If the appeal is denied, the student will become ineligible for financial aid until s/he has met all SAP requirements.

A. In the event that a student is placed on a probationary status, the student will be able to receive his/her financial aid for an additional semester. If—at the end of the probationary period—the student has met all SAP requirements, the student will be placed back in an eligible status for financial aid and will continue receiving aid as long as s/he continues to maintain his/her SAP requirements. If—on the other hand—a student has not met all SAP requirements by the end of the probationary period, the student will become ineligible for financial aid until all SAP requirements have been met.
B. In the **rare** event that a student is placed on an academic plan, the financial aid office, the student, and the student's academic advisor will agree upon (in writing) a very specific set of goals that the student must meet in order to maintain financial aid eligibility. This plan will outline the requirements needed in order to maintain financial aid eligibility moving forward. Failure of a student to meet the requirements outlined in his/her academic plan will result in the loss of financial aid until all SAP requirements have been satisfied.

Only one appeal may be submitted per unusual circumstance occurrence. All appeal decisions are final and may not be re-appealed. All claims made in the appeal must be substantiated with supporting documentation. If a student is unable to provide documentation that substantiates his/her reason for requesting an appeal, his/her appeal will be denied. If a student or parent has a question about what type of supporting documentation should be submitted with the appeal, please contact the office of financial aid via financialaid@newberry.edu; the office will be glad to provide guidance.

CERTIFICATION OF SELECTIVE SERVICE REGISTRATION

As required by federal law, all male students between the ages of eighteen (18) and twenty-five (25) must register for the Selective Service in order to be eligible for federal student aid.

STUDENT FINANCIAL AID PROGRAMS

Newberry College offers federal, state, and institutional aid to all ***eligible*** students. The term *financial aid* refers to need based grants, non-need based grants, merit scholarships, and educational loans. Grants and scholarships are considered gift aid, and therefore do not have to be repaid by the student. Loans must be repaid by students in accordance with their promissory note(s). Listed below are some of the funding types that Newberry College is authorized to award:

Federal Programs:

(A) The Federal Pell Grant
(B) The Federal Supplemental Educational Opportunity Grant
(C) The Federal Direct Subsidized Loan Program
(D) The Federal Direct Unsubsidized Loan Program
(E) The Federal Direct Parent Loan for Undergraduate Study Program
(F) The Federal Work Study Program
(G) The Federal Perkins Loan Program (No Longer Awarded)
(H) The Federal TEACH Grant (available to secondary math education majors only)
(I) Veteran's Benefits
(J) ROTC Scholarships

More information (including eligibility criteria) can be found online at https://studentaid.ed.gov/sa/.

State Programs:

(A) The South Carolina Tuition Grant
(B) The South Carolina LIFE Scholarship
(C) The South Carolina HOPE Scholarship
(D) The South Carolina Palmetto Fellows Scholarship
(E) The South Carolina Palmetto Fellows Enhancement Scholarship
(F) The South Carolina LIFE Enhancement Scholarship
(G) The South Carolina National Guard College Assistance Program
(H) Vocational Rehabilitation Programs

For more information about LIFE, HOPE, and PALMETTO FELLOWS, please visit https://che.sc.gov/.

For more information about the South Carolina Tuition Grant, please visit https://sctuitiongrants.org/.

For more information about Vocational Rehabilitation Programs, please contact your local State Department of Vocational Rehabilitation.

Institutional Programs:

1. **Academic Awards:** given to students in recognition of demonstrated scholastic ability
2. **Athletic Awards:** given to student-athletes in recognition of demonstrated athletic ability
3. **Need Based Awards:** given to students based on demonstrated financial need
4. **Non-Need Based Awards:** given to students based on the award's specific requirements
5. **Residential Assistant Room Allowances:** given to residential assistants.

Endowed Scholarships:

The college has a large number of endowed scholarships. These scholarships are awarded to students based on the individual restrictions set forth for each scholarship. There is no application process for endowed scholarships. Endowed scholarship funds are used by the institution to underwrite the academic scholarships that are awarded directly by Newberry College. Students who are awarded an endowed scholarship are required to write a thank you letter to their respective donor.

Private Scholarships:

Private scholarships are scholarships that are awarded from someone other than Newberry College. Private scholarships checks will be posted (in their entirety) to the semester during which they were received **unless** otherwise specified by the scholarship provider in writing. Scholarship checks should be sent to the following address:

Newberry College
ATTN: Office of Financial Aid
2100 College Street
Newberry, SC 29108

The student's full name and student identification number should be clearly written on the memo line.

STUDENT SERVICES

Newberry College provides academic and student services for traditional and online students through the Office of Academic Affairs in these areas:

- **Wessels Library** – Library resources are located on the Newberry College website at this link:

  http://newberry.libguides.com/wesselslibrary or https://www.newberry.edu/ , then click on LIBRARY

- **Center for Student Success (CSS)** – CSS, housed in Wessels Library, offers these services:

  -Academic support (tutoring)
  -Careers
  -Disabilities
  -Retention
  -Diversity Education
  -Veterans' Counseling
  -Academic advisors
  -International Students
  -Study Abroad programs

  Additional information about CSS can be located on the Newbery College website at this link:
  https://www.newberry.edu/educational-services or
  https://www.newberry.edu/ , then click on Academics, then Resources, then Center for Student Services.

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

- Campus Recreation
- Counseling Services
- First Year Programs
- Greek Life
- Postal Services
- Housing & Residence Life
- Student Engagement
- Student Government
- Student Leadership Programs
- Student Health
- Security
- Student Conduct

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

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 and student members are appointed by the Dean of the College. This committee consists of three faculty members and two undergraduate students.

"**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 any work performed or assigned to 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 violate 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 or 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 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 advisors, including attorneys, 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 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 meeting 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 non-academic sanctions, but may be taken into account.

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 *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 in relation to the offense.

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 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 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.

CLASS SCHEDULE

Traditional classes are scheduled to meet a minimum of 700 minutes for each semester hour of credit. (See page 11) for regular Monday-Wednesday-Friday schedules and regular Tuesday-Thursday schedules as well as the Friday Convocation Schedule for special occasions.) Blended courses follow the same 15-week semester schedule and fulfill equivalent time requirements as noted in the table below. Classes in Newberry Online programs are developed in two 7 ½ week sub-terms each trimester that demonstrate equivalency of time through completion and assessment of student learning outcomes (see Newberry Online Calendar, page 10).

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 *120-126 credit hours is required for graduation. Due to the nature of the specific course of study, however, some majors require additional hours. *Students who enroll in Newberry College during or after Fall 2017 must earn at least 120 credit hours to graduate; those who enrolled before Fall 2017 must earn 126 credit hours to graduate.

Courses taught in online format will have significant asynchronous learning. In these courses additional learning occurs in many forms such as group projects, digitally recorded lectures, and online discussion forums. Therefore, course credit hours are determined by considering the time required to complete the assignments. A 1 CH online course meeting for 15 weeks should require approximately 3 hours of learning activities. A 1 CH online course meeting for 7 ½ weeks should require 4-5 hours of learning activities (see table below: **"**Time/Session Minimum Equivalents for Traditional, Blended and Online Courses").

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.

Online courses have all or 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, if any. Students must be self-motivated and competent in using technology in order to be successful in online courses.

Time/Session Minimum Equivalents for Traditional, Blended, and Online Courses:

Traditional Course Format Face-to-Face (F2F)	**Hours per week**	**Total In-Class**	**Total Out-of-class**	**Total Time**
15 week 1-cr class Semester-long	2.33 hours	700 min or 11.6 hours	1400 min. or 23.3 hours	2100 minutes or 35 hours
15 week 3-cr class Semester-long	7 hours	2100 min or 35 hours	4200 min. or 70 hours	6300 minutes or 105 hours
Blended Course Format	**Face-to-Face (F2F)**	**Total In-Class**	**Total Out-of-class**	**Total Time**
15 week 1-cr class Semester-long-Blended	Minimum 25%	175 min. or 3 hours	1925 min. or 32 hours	2100 minutes or 35 hours
15 week 1-cr class Semester-long-Blended	Maximum 50%	350 min. or 5.83 hours	1750 min. or 29.2 hours	2100 minutes or 35 hours
15 week 3-cr class Semester-long-Blended	Minimum 25%	525 minutes or 8.75 hours	5775 minutes or 96.25 hours	6300 minutes or 105 hours
15 week 3-cr class Semester-long-Blended	Maximum 50%	1050 minutes or 17.5 hours	5250 minutes or 87.5 hours	6300 minutes or 105 hours
Online Course Format	**Time spent in a fully online class setting**			**Total Time**
15 week 1-cr class online semester	2.33 hours	In online traditional semester, a "time-on-task" measure is used.		2100 minutes or 35 hours
15 week 3-cr class online semester	7 hours	In online traditional semester, a "time-on-task" measure is used.		6300 minutes or 105 hours
Accelerated Course Format	**Time spent in a fully online class setting**			
7.5 week 3-cr class Online Format	14 hours	In online accelerated, a "time-on-task" measure is used.		6300 minutes or 105 hours
7.5 week 1-cr class Online Format	4.66 hours	In online accelerated, a "time-on-task" measure is used.		2100 minutes or 35 hours

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.

Students in Newberry Online programs must enroll and earn credit for at least 12 credit hours each trimester (includes two consecutive sub-terms) in order to be classified as full time and thus eligible for financial aid, if available. Full-time Newberry Online students may enroll in no more than 15 credit hours each trimester (includes two consecutive two sub-terms).

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), " Withdrew Failing (WF), "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 **earned** as follows:

Grade	Grade Points	
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 U	0.0	Failing
P or S	0.0	Passing with the equivalent of a "C" grade or better
FA	0.0	Failing for Excessive Absences
W	0.0	Withdrew; Not Failing
WF	0.0	Withdrew; Failing
I	0.0	Incomplete
NC	0.0	No Credit Awarded
NR	0.0	No Grade Reported by Instructor

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 made available to the student and/or other party officially designated by the student when all financial obligations are met. The end-of-term report is supplemented by an unofficial mid-semester grade report, available to students in wolf den. At mid-semester, instructors review and report the progress of their students, assigning them letter grades.

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.

Newberry College Online: Attending online class is vital to online students' success just as in face to face classes. Students are expected to participate in all class discussions as well as in the online classroom. Students are required to log in according to the schedule outlined in the course syllabus. Students are also required to complete a first assignment within 48 hours of the beginning of each course.

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. The policy for exemptions must be clearly stated at the beginning of the semester.

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

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., B.M.E. or B.S.N. 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 120 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, page 72;
3. Complete all requirements for a major;

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 (30) 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 30 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 (30 semester hours) of their total credit hours at Newberry College.

SECOND DEGREE REQUIREMENTS for 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 30 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

One Writing Intensive (WI) course

NEWBERRY ONLINE SECOND DEGREE REQUIREMENTS for CORE CURRICULUM

Bachelor's Degree

Newberry Online 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 30 semester hours, including a minimum of 12 hours in the major; the following Core requirements:

-3 credit hours in Religion

-An Ethics course

-One Writing Intensive (WI) course

Associate's Degree

Newberry Online students with an associate's degree (A.A. or A.S.) from a regionally accredited institution seeking a bachelor's degree enter bachelor's programs under these policies:

-Associate of arts and associate of science degrees (A.A. or A.S.) count as a fully satisfied core, aside from 1 religion, 1 ethics, and 1 WI requirement. Religion and ethics may be awarded through completion of equivalent courses at other institutions.

-Students who transfer with associates' degrees must complete at least the last 30 semester credit hours at Newberry College and earn a minimum (transfer and Newberry College) of 120 semester credit hours in order to fulfill bachelor's degree requirements.

-Students who transfer, even with an associate's degree, must complete at least one Writing Intensive (WI) course at Newberry College.

- Students should refer to "Additional Guidelines for Transfer Applications", page 22, that may be applicable to their specific situations.

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 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 or fewer) semester credit hours remaining may "walk" at May Commencement provided that the remaining credit hours will be completed during the following May term and/or summer terms. Students must receive permission to walk from the Vice President for Academic Affairs.

DEAN'S LIST

The Dean's List, issued each semester for traditional students and each trimester for students in online programs, lists all full-time students taking courses leading to a degree and who, in the preceding semester or trimester, attained a grade-point average of 3.5 or higher on at least twelve semester hours, and whose record for that semester or trimester 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 eight 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 upon the receipt of a signed request by the student or alumnus.

Transcript requests are also available through Parchment on the Newberry.edu website on the Registrar's page under Academics. Requests may be sent either electronically or by paper. Many institutions will not accept transcripts that were received by the student and forwarded to the school. It is the responsibility of the student to verify an institution's policies before requesting a transcript. A credit card is necessary to place an electronic request. Transcripts dated before 1991 cannot be sent electronically.

A student requesting an unofficial copy of a transcript will be charged $1 for each paper copy, which can only be obtained in the Office of the Registrar. A fee of $5 is charged for each official 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.

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.

Newberry Online students may audit Newberry Online courses in their selected degree-completion programs without additional costs, subject to approval by the instructor and the Office of the Registrar. *Students not enrolled full-time may audit coursers 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 traditional and Newberry Online 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.

Usually a course may be dropped no later than one week after mid-term grades are reported during the semester or summer session. Students dropping a course within the deadline period will receive a grade of "W." If extenuating circumstances exist as determined by the Vice President of Academic Affairs to warrant dropping a course after the deadline, a grade of "W" or "WF" will be issued by the instructor of record. Neither a grade of "W" or "WF" affect GPA.

Students with unresolved Academic Integrity or Code of Conduct violations cannot withdraw from the course until a final determination of the charges has been completed.

ACADEMIC GOOD STANDING, ACADEMIC WARNING, ACADEMIC PROBATION, ACADEMICALLY INELIGIBLE

Academic Good Standing
A Newberry College student in good academic standing 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.

Academic Warning
When a student's Newberry College cumulative grade point average (GPA) drops below 2.00 for any semester, the student will be placed on Academic Warning. Students on Academic Warning remain on warning until their Newberry College cumulative GPA reaches 2.00 or higher. (See Academic Probation and Academic Ineligibility for further information.)

Academic Probation
When a student's Newberry College cumulative grade point average (GPA) drops below the minimum GPA required for the number of hours attempted, the student will be placed accordingly:

NC Cumulative Semester Hours Attempted		**Academic Warning**	**Academic Probation**
0-23		Below 2.00	Below 1.50
24-55		Below 2.00	Below 1.75
56 or more		Below 2.00	Below 2.00

Students have up to two semesters to increase their cumulative Newberry College GPA above the minimum required to be removed from probationary status. There are two stages of Academic Probation: Academic Probation 1 and Academic Probation 2.

- *Academic Probation 1:* Students whose cumulative Newberry College GPA falls below the minimum required for the semester hours attempted are automatically placed on Academic Probation 1 for the following semester. Students on Academic Probation have one semester to raise their Newberry College GPA to the required minimum GPA for the number of semester hours attempted at Newberry College.
- *Academic Probation 2:* Students unable to improve their cumulative Newberry College GPA in one semester are automatically placed on Academic Probation 2 for the subsequent semester.

Additionally, students who fail to pass nine (9) semester hours or one-half the credits if enrolled for fewer than nine (9) semester hours during the previous semester will automatically be placed on Academic Probation regardless of their GPA.

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 (page 35) to learn how Academic Probation might affect Financial Aid.

Academically Ineligible **(update page 266)**
Students become Academically Ineligible to re-register at Newberry College based on two types of criteria.

First, students on academic probation for two successive semesters who are unable to improve their cumulative Newberry College GPA to the required minimum according to the semester hours attempted are automatically placed in an Academically Ineligible status for the following semester and are not permitted to register for courses for the semester immediately following their second semester of probation. Ineligible students have two choices:

- Appeal: Ineligible students may receive a reprieve only by action of the Faculty Council upon formal review of a written petition by the ineligible student. Or,
- Sitting out: If an appeal is either unsuccessful or not pursued, ineligible students are required to sit out at least one semester, and if readmitted by the Office of Enrollment Management, will have two semesters in which to achieve

the required grade point average. If students do not achieve the required GPA within two semesters, they will be automatically 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.*

Second, to be eligible to re-register in the Fall semester, students must pass at least nine (9) semester credit hour in the preceding Spring semester [students taking fewer than nine (9) 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.

Cumulative Semester Hours Attempted*	GPA required for Eligibility to Re-Register
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 Faculty Council.

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 (12) 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.*

Newberry Online: Academic Probation:

1. A Newberry Online student must pass at least ½ of the credit hours in which they are enrolled during a trimester or the student will be placed on academic probation for the next consecutive trimester.
2. A Newberry Online student must maintain a cumulative minimum grade point average of credits taken at Newberry College as outlined below or the student will be placed on academic probation:

*Cumulative Hours Attempted	Trimester Minimum GPA Required GPA
0-23	1.50
24-55	1.75
56 or more	2.00

A Newberry Online student on academic probation for the Fall Trimester (or Spring Trimester or Summer Trimester) must earn at least six semester hours and twelve grade points during the two following sub-terms to be eligible for continued enrollment.

A Newberry Online 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. **Newberry Online 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 (page 35) to learn how Academic Probation might affect Financial Aid."**

Newberry Online: Eligibility for Continued Enrollment

To be able to continue enrollment the next consecutive trimester, Newberry Online students must pass one-half of credit hours attempted and must maintain a minimum cumulative grade point average on courses taken at Newberry College.

*Cumulative Trimester Minimum GPA Hours Attempted	GPA Required for Eligibility to Continue Enrollment
Credit Hours Attempted	**Required GPA**
0-23	1.20
24-55	1.50
56 or more	1.80

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

Students who fail to meet the minimum grade-point average requirements will not be permitted to enroll the following trimester unless they are granted special permission by Faculty Council.

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 from courses (one week after midterm grades are reported) will receive the grade of "W" for each course. Students who receive permission from the Vice President for Academic Affairs to withdraw after the last day to officially withdraw will be issued a grade of "W" or "WF" as determined by the instructor(s) of record for each course. Neither grade of "W" or "WF" affects GPA.

Students with unresolved Academic Integrity or Code of Conduct violations cannot withdraw from the College until a final determination of the charges has been completed.

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, page 26.

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 written 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 except that the Core Curriculum Committee will act on all appeals regarding exceptions to the 2014 Core Curriculum and the Newberry Online Core Curriculum. The Faculty Council will also act on appeals from students who are academically ineligible to return to Newberry College and wish to be reinstated. In all situations (academic policies, graduation requirements, academic ineligibility), students must submit a written petition to the Office of the Registrar that then presents petitions to Faculty Council or to the Core Curriculum Committee. Normally, the student petitioner will not appear in person before the faculty Council.

Academic Complaints/Grievances **(update page 267)**

Students who have concerns regarding classroom practices and procedures are encouraged to first attempt a resolution through discussion with the faculty member. Students may also contact the faculty member's Department Chair or the Office of Academic Affairs.

If the issue is not resolved the student may file a written grievance/complaint with the Department Chair or the Office of Academic Affairs. If filed with the Office of Academic Affairs the complaint will be assigned to a department chair or if the complaint is against a Department Chair the complaint will be assigned to the Associate Academic Dean. The chair or associate dean will talk with both parties as a fact finder and then issue a resolution in writing in a timely fashion. The student has a right to appeal the resolution to the Office of Academic Affairs. Findings of a Department Chair will be handled by an Associate Dean and findings of an Associate Dean will be handled by the VPAA. The decision of the Associate Dean or VPAA on an appeal is final.

Please note: This policy does not apply to issues of academic integrity.

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.

3. 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 eight. 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 15 semester hours per semester.

If the major requires completion of more than 120 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.

THE CENTER FOR STUDENT SUCCESS

The Center for Student Success at Newberry College, located in Wessels 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. 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) 321-5362.

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 Office of Student Disabilities Services.

The student is responsible for ensuring the required documentation is sent to the Office of Student Disabilities Services and arranging a meeting to request a formal Academic Accommodations Agreement. This agreement must be reviewed each semester at the request of the student. The Office of Student Disabilities 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 addressing 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 Office of Student Disabilities Services, 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 student disability services may be obtained by calling (803) 321-5187.

Academic Support

Academic support is available to any student free of charge. Academic workshops are offered throughout the fall semester on topics such as time management/organization, note taking, study skills, and exam preparation. The Center for Student Success staff is also available for one-on-one assistance at the request of the student or via faculty/staff referral. Additional information concerning these services may be obtained by calling (803) 321-5362.

Retention

The Center for Student Success works closely various campus departments/offices 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. This Student Success Center's intent is to provide students with the challenges and support they need to be successful in and out of the classroom.

Diversity Education

The Office of Diversity Education and Inclusivity (ODEI) is housed in Keller Hall Office 206 and collaborates with different entities across campus. The primary purpose of this office is to support the Quality Enhancement Plan, the strategic plan, and the mission and goals of Newberry College through educational programming efforts relating to diversity.

Newberry College values all forms of diversity and believes that it enriches one's educational, social and personal growth and experience. Diversity cannot thrive without inclusivity and in order for all to obtain future success in a global society, students must learn to interact positively in a diverse environment.

VETERANS' COUNSELING SERVICE

Veterans may obtain assistance at the Office of Student Veterans Affairs and Adult Mentoring Services, located in The Newberry College Welcome Center on Luther Street 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.

ACADEMIC ADVISORS

Although the responsibility rests with the student to ensure all degree requirements are met, each student is assigned an Academic Advisor to assist with planning a course of study and to give direction in both educational and career matters. All students will be assigned an advisor prior to their attendance at an orientation. Students need the approval of their academic advisor to enroll in courses or make changes to an existing course schedule.

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 24.

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 80. For information for the Foreign Language Study Abroad program, page 217.

Additional opportunities for Study Abroad/Study Away are being developed in coordination with the 2014 Core Curriculum, page 72, that requires either at least one experiential or interdisciplinary course during May Term.

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

The Summerland Honors Program engages students with nuanced notions of leadership, community, and scholarship. During year one, students consider the role of the liberal-arts tradition in the 21st century, grapple with inquiry-based learning, hone research skills, and explore the implications of authentic engagement with community. During years two and three students select from designated honors courses in various disciplines before having an integrative capstone course in their senior year.

Summerland Honors Program courses fulfill 2014 Core Curriculum Requirements as 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 3.0 GPA will be declared graduates of the program and will have their transcript and diploma so acknowledged. See page 148 for a description of the 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 page 170.

MAY TERM

May Term 2020, May 12-29, is considered part of the Spring semester and consists of experiential and/or interdisciplinary courses designed to provide students with:

1. Experiences beyond those available in the regular fall and spring schedule of classes, including some travel courses.
2. Courses specified only for May Term.

Students are required to take one May Term course during their tenure at Newberry College. 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.

Students complete May Term registration during registration for the Spring semester. Students who choose to register for a May Term course after the start of the Spring semester will pay a $200.00 late registration fee. Students planning to enroll in travel courses are required to attend orientation sessions as announced.

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 2020 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 24. The second term begins with registration from 10:00 a.m.-Noon on July 1 with classes beginning at 1:00 p.m. The last day for classes is July 24.

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 register in wolf den during the preceding spring semester. Students may take up to seven semester credit hours each term. A student desiring to take more than seven semester hours needs permission from the Vice President for Academic Affairs.

Students completing coursework for the baccalaureate degree during the summer session receive their degree as of the last date of summer session. (Awarding of Degrees, page 49).

A Summer Session Bulletin is published each spring.

COOPERATIVE AGREEMENT

Cooperative Agreement with Lenoir Rhyne University

Students interested in pursuing graduate studies in Athletic Training, Clinical Mental Health Counseling, or Human Services have an opportunity to do so through a cooperative agreement between Newberry College and Lenoir Rhyne University. Upon graduation from Newberry College, LRU will reserve two spots for qualified Newberry College students in each of the three graduate programs as well as provide priority admission for other qualified students. In addition, the application fee will be waived for all students, and the GRE/MAT requirements for students selected for reserve and priority admission will also be waived.

Students interested in any of these programs should contact the following people for proper academic advice:
Athletic Training: Dr. John Lesaine, Chair of the Department of Sport Professions
Clinical Mental Health Counseling: Dr. Sara Peters, Assistant Professor of Psychology
Human Services: Dr. Vinetta Witt, Chair of the Department of Social and Behavioral Sciences

DUAL-DEGREE PROGRAMS

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; a major in Biology with a concentration in Environmental Studies 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 and at least 90 credit hours of courses. Due to students being a Newberry only three years, the Core curriculum will be reduced by the following: a) Global Learning 3 (GL3) course, one less Civic Engagement (CE) course, and c) one less Writing Intensive (WI) course. Students are required to take 52 hours of science and math courses, including Biology 121, 122, 201, 431; Chemistry 113, 114, 230, 240; Environmental Studies 112, 220, 381; Mathematics 150, 200, and 211. Students must also take Economics 210 and 220. 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 or Environmental Management programs 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.

Engineering Dual Degree Program with Clemson University

Newberry College, through its Department of Science and Mathematics, has a 3+2 dual-degree program with Clemson University in Engineering. The dual degree program requires 90 hours at Newberry which can be completed in six semesters. Students must complete most of Newberry's core requirements including FAL's prior to graduation from Newberry. Upon completion of the program at Clemson, a student will receive a Bachelor of Science degree from Newberry (Applied Mathematics) and a Bachelor of Science in Engineering from Clemson University. The number of classes needed to complete the second degree at Clemson will depend on the previous courses taken and the engineering program chosen. Through this program, students enjoy the benefits and enrichment of both a liberal arts and a professional engineering education, which make them uniquely prepared for a variety of challenging and rewarding career options.

Admitted students, electing the Clemson dual-degree program, should confer with Dr. Abdelnaser Al-Hasan, Associate Professor of Mathematics, regarding which courses they should take each year in order to avoid schedule conflicts between the required courses, and when they should make formal application for admission to Clemson University.

For more information on the program, please visit https://www.newberry.edu/pre-engineering.

Pharmacy Dual-Degree Program with Presbyterian College

Newberry College has a dual-degree agreement with Presbyterian College School of Pharmacy (PCSP) that allows a student to complete three years of course work at Newberry College, thus becoming eligible for admission to PCSP in order to pursue a doctorate of Pharmacy (PharmD). While at Newberry College, students must complete 58 hours of coursework toward the biology major, including

25 hours of Biology: 121, 122, 212, 215, 216, 322, 481
18 hours of Chemistry: 113, 114, 231, 232, 241, 242
11 hours of Mathematics: 150, 200, and 202 or 211
4 hours of Physics: 101 or 213

Students need to complete the Core Curriculum including Economics 210, but are exempt from the Global Learning 3 (GL3), Ethics (ET) and one Writing Intensive (WI) course.

Specific course requirements may change as admission requirements for PCSP or the Newberry College Core Curriculum change. Upon successful completion of one full year of course work at PCSP, a student would be awarded a BS degree with a major in Biology from Newberry College. This 3+4 program will allow students to complete two degrees, BS and PharmD, in seven years.

Upon acceptance to Newberry College, a student needs to coordinate a course of study with the pre-pharmacy advisor, Dr. Christina McCartha. Early advising will help avoid schedule conflicts between required courses.

Chiropractic Dual-Degree Program with Sherman College

Newberry College has a dual-degree agreement with Sherman College of Chiropractic that allows a student to complete three years of course work at Newberry College, thus becoming eligible for admission to Sherman in order to pursue a Doctor of Chiropractic (DC). While at Newberry College, students must complete 58 hours of coursework toward the biology major, including

34 hours of Biology: 121, 122, 201, 212, 215, 216, 322, 331, 481, 482
13 hours of Chemistry: 113, 114, 211, 230, and 240
7 hours of Mathematics: 150 and 200
4 hours of Physics: 101 or 213

In addition to the major requirements, students will also need to complete the Core Curriculum. Several courses taken during first year of study at Sherman will substitute for major and core courses at Newberry College.

Specific course requirements may change as admission requirements for Sherman or the Newberry College Core Curriculum change. Upon successful completion of one full year of course work at Sherman, a student would be awarded a BS degree with a major in Biology from Newberry College. This 3+4 program will allow students to complete two degrees, BS and DC, in seven years.

Upon acceptance to Newberry College, a student needs to coordinate a course of study with the pre-chiropractic advisor, Dr. Lindsy Boateng. Early advising will help avoid schedule conflicts between required courses.

PRE-PROFESSIONAL TRACKS

- **PRE-LAW TRACK**

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

Students expecting to practice law successfully in South Carolina should be urged to take as many courses as practical in the subjects listed above." For more information, please contact Dr. Laura Roost, Political Science Program Chair and Pre-Law Advisor.

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;Business Administration 210; Economics 210 and 220; English 458; History 120, 211, 212, 323, and 340; Mathematics 200; Music (MUS) 150; Philosophy 101, 110, 120, and 220; Political Science 121, 222, 262, 343, 348, and 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, Engineering, 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. **Dual degree programs allow the student to earn a degree at Newberry College while completing the degree at the other institution. Dual-degree programs are available in Engineering with Clemson University, Forestry with Duke University, Chiropractic with Sherman College, and Pharmacy with Presbyterian College. Students will have an assigned faculty to assist the student with these programs.**

- The science and math faculty assigned for each professional track are as follows:

Science and Math Faculty	**Professional Track**
Associate Professor of Mathematics Naser Al-Hasan, Ph.D.	Engineering Dual Degree Program with Clemson University
Professor of Biology Charles Horn, Ph.D.	Veterinary Medicine, Forestry Dual Degree Program with Duke University
Professor of Biology Bret Clark, Ph.D.	Physical Therapy
Assistant Professor of Biology Lindsy Boateng, Ph.D.	Chiropractic, Chiropractic Dual Degree Program with Sherman College
Associate Professor of Biology Valarie Burnett, Ph.D.	Medical, Dentistry
Assistant Professor of Chemistry Lauren Grabowski, Ph.D.	Physician's Assistant
Professor of Chemistry Christina McCartha, Ph.D.	Pharmacy, Pharmacy Dual Degree Program with Presbyterian College
Associate Professor Steve Lambert, Ph.D.	Occupational Therapy

Students may major in any area as long as the necessary coursework for entrance into the professional school has been completed. Many students on a professional health track choose biology or chemistry as their major due to the quantity of required coursework in these areas. Students should find out the necessary course **requirements** 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 four year templates for each pre-professional track. Of importance for candidates to all professional health track is the completion of several 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 underwent 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. Additional biochemistry and psychology content is now on the MCAT. For additional information on the MCAT content please see the following link: https://www.aamc.org. 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.

Dental school admission requirements include the Dental Admission Test (DAT). For more information on DAT content see the following link: *http://www.ada.org/en/education-careers/dental*-admission-test/. 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 include the Graduate Record Exam (GRE) (for GRE information, see the following link: http://www.ets.org/gre/) 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). **Pharmacy school admission requirements include the Pharmacy College Admission Test (PCAT). For additional information, see the following link:** https://www.pactweb.info/ Currently, South Carolina has four graduate programs in Pharmacy: Presbyterian College, Medical School of South Carolina, South University, and University of South Carolina at Columbia. Newberry College has a Dual-Degree agreement with the Presbyterian College School of Pharmacy that can allow for acceptance into their program after three years at Newberry College.

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. Newberry College has a Dual-Degree agreement with the Sherman College of Chiropractic that can allow for acceptance into their Doctor of Chiropractic program after three years at Newberry College.

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 advised by Dr. Valarie Burnett. 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.

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 24 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 221.

THE MULLER CENTER

The Muller Center at Newberry College was established in 2015 thanks to a generous bequest from John D. Muller, Jr. In keeping with the Lutheran liberal arts tradition of the College, its mission is "to promote and practice the active engagement of all members of Newberry College and its community partners in moral discourse, vocational reflection, and civic involvement." Offering opportunities for community-based inquiry, leadership development, and vocational exploration, the Center encourages and equips students to connect their values to civic responsibility and educational and professional goals. The Center also fosters campus and community conversations about pressing ethical dilemmas facing society in the 21st century.

The Muller Center provides a range of resources and programming in support of Newberry's curriculum, including but not limited to:

- Supporting community-based work in courses with the Civic Engagement (CE) tag and connecting individual students and student groups to volunteer opportunities;
- Equipping students, faculty, and staff for vocational exploration;
- Sponsoring campus lecture series, workshops, and film screenings as well as Religious Diversity Week each spring;
- Promoting independent student inquiry through *Muller Student Research Fellowships*;

The Muller Center is located on the 2nd Floor of Keller Hall and is staffed by its Director, Dr. Krista E. Hughes and an annually rotating AmeriCorps VISTA.

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 or airsoft, 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** (MSC 100's & 200's) 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** (MSC 300's & 400's) 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 20 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 page 160 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

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

DEGREES

Newberry College offers six accredited baccalaureate degrees: the Bachelor of Arts, the Bachelor of Music, the Bachelor of Music Education, the Bachelor of Science in Respiratory Therapy, the Bachelor of Science, and the Bachelor of Science in Nursing.

Bachelor of Arts (B.A.)

Within the Bachelor of Arts degree programs, students may major in one of the following fields: Art; Criminal Justice; Communications (Journalism, Broadcasting, Public Relations and Advertising, Sports Communications); Early Childcare Management; English (Secondary Education); Graphic Design; History (Secondary Education); International Studies (Business Administration, Foreign Language, Political Science); Music (General Music or Emphases in Music Theory); Political Science (Pre-Law); Psychology (Forensic Psychology); Religion (Biblical Theology, Church Leadership, or Philosophical Theology); Sociology; Spanish; and Theatre.

Bachelor of Music (B.M.)

Students may pursue a degree in Performance (Instrumental, Vocal). See page 163.

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

Students who wish to teach generally pursue a Bachelor of Music Education degree (Choral, Instrumental) See page 166.

Bachelor of Science (B.S.)

Within the Bachelor of Science degree programs, students may major in Accounting; Biology (Secondary Education, Environmental Studies, Forensic Biology), Business Administration, Chemistry (Forensic Chemistry, Secondary Education, Biochemistry), Digital Marketing, Early Childhood Education, Elementary Education, Exercise Science and Human Performance, Health Care Management, Health Science, Middle Level Education, Mathematics (Secondary Education,), Physical Education (Exercise Science and Human Performance, Leisure Services and Teacher Certification), Sport Management.

Students may also receive a Bachelor of Science degree through a cooperative dual-degree programs with Duke University, Clemson University, Sherman College of Chiropractic, or Presbyterian College School of Pharmacy page 59.

Bachelor of Science in Nursing (B.S.N.)

Students who wish to become nurses or to earn additional nursing education beyond the associate's degree in nursing may pursue a Bachelor of Science in Nursing degree. See page 179.

Bachelor of Science in Respiratory Therapy (B.S.R.T.)

Students who wish to pursue a Bachelor of Science in Respiratory Therapy may do so in the Newberry Online BSRT program. An Associates of Science degree in Respiratory Therapy is required prior to admission into this program.

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 75.

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 48.

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.

INTERDISCIPLINARY 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, interdisciplinary majors may not be suitable in certain combinations of disciplines.)

Plans for interdisciplinary 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 interdisciplinary majors.

Students may apply for an interdisciplinary 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 Interdisciplinary 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-five minors are offered: Accounting; Art; Biology; Business Administration; Chemistry; Coaching; Communications; Creative Writing; Criminal Justice; English; Environmental Science; Graphic Design; Health Care Management; History; Jazz Studies; Management Information Systems; Mathematics; Military Science Leadership; Music; Musical Theatre; Political Science; Psychology; Religion; Social Work; Sociology; Spanish; Speech; Sport Management; and Theatre.

Specific course requirements for minors are listed in the section entitled Majors, Minors, and Concentrations beginning on page 75.

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, Economics, Environmental, Forensics, Geography, Greek, Honors, Humanities, Science, Social Media, and Social Sciences, 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.

COOPERATIVE AGREEMENT

See Cooperative Agreement page 58.

Athletic Training, Clinical Mental Health Counselling, Human Services……..Lenoir Rhyne University

DUAL DEGREE PROGRAM WITH OTHER UNIVERSITIES, INSTITUTIONS

See Dual Degrees page 58.

Forestry and Environmental Management ..... Duke University
Engineering……Clemson University
Pharmacy……...Presbyterian College
Chiropractic…… Sherman College of Chiropractic

PRE-PROFESSIONAL TRACKS

See Pre-Professional Tracks page 59.

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.	Art		Art
B.A	Communications	Journalism Broadcasting Public Relations & Advertising Sports Communications	Communications
B.A.	Graphic Design		Graphic Design
B.A.	Theatre		Speech Theatre Musical Theatre
B.S.	Digital Marketing		

2. Department of Business Administration: Dr. David Fowler, Department Chair

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

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	Biblical Theology Church Leadership Philosophical Theology	Religion Philosophy

4. Department of Music: Dr. Chris Sheppard, Department Chair

Degree	Majors		Minors
B.A.	Music	General	Jazz Studies Music Musical Theatre
B.A.	Music	**Emphasis** Music Theory	
B.M.E.	Music Education	**Concentration** Choral Instrumental	
B.M.	Performance	Instrumental Vocal	

5. Department of Nursing: Dr. Susan Ludwick, Department Chair

Degree	Majors	Concentrations	Minors
B.S.N.	Nursing		

6. Department of Sciences and Mathematics: Dr. Bret Clark, Department Chair

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

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

Degree	Majors	Concentrations	Minors
B.A.	Criminal Justice		Criminal Justice
B.A.	Political Science	Pre Law	Political Science
B.A.	Psychology	Forensic Psychology	Psychology
B.A.	Sociology		Social Work Sociology

8. Department of Sport Professions: Dr. Christina Wendland, Interim Department Chair

Degree	Majors	Concentrations	Minors
B.S.	Physical Education	Leisure Services Teacher Certification	Coaching
B.S.	Sport Management	Sport Management	
B.S.	Exercise Science and Human Performance		

9. Department of Teacher Education: Dr. Melissa Awenowicz, 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: MSG Skip McMillan, Senior Military Instructor

Degree	Majors	Concentrations	Minor
			Military Science Leadership

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") – Experiential Learning through student Internships/Practicums/Study Abroad or Study Away

DESCRIPTIONS of Course Types:

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

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 courses that integrate 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.

At least one of these interdisciplinary courses must be outside the student's department.

Experiential Learning—applied learning that may 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 single course may count for 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 CORE CURRICULUM:

NOTE: A single course may not satisfy any multiple requirements in areas A-E.

A. Personal & Community Formation (total: 11 credit hours)

ENG 113 (3 credit hours) [*a grade of C or higher is required*]
INQ 101 (3) [*Required of all freshman students*]
MAT 101, 111, 121, 150, 200, 202, or 211 (3)
FIT 1XX (2)

B. Liberal & Empathetic Education (total: 28 credit hours)

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 110 or 121-129 (3)
LSC (Lab Science) (4)
QLC (Quantitative Literacy) (3)

*at least one GL course must be taken outside the major

C. Collaborative Learning & Practice (total: 6 credit hours)

Two Interdisciplinary (IDS) Courses (3 credit hours each)
One of these IDS Courses may be satisfied by a designated May Term course

D. Professional Knowledge & Experience – Designated Course in Major

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

May be satisfied by a designated May Term course

F. Graduation Requirement: Tagged Courses (a single course may count for no more than two tags):

ET (Ethics) (3 credit hours)
Two CE (Civic Engagement) Courses (3 credit hours each – one course outside the major)
SB (Social and Behavioral Sciences) (3 credit hours)
Three WI (Writing Intensive) Courses (*These courses are capped at 15 students, and at least one WI course must be outside the student's major)* (3 credit hours each)

G. Graduation Requirement: One May Term Course – (3 credits)- Interdisciplinary Course or Experiential Learning (One interdisciplinary course from May Term may count toward section C)

May Term courses can be tagged as long as tagging reduces the core by no more than three hours

If a student is awarded transfer credit for a course that carries a Newberry College core tag, the student will also be awarded credit for the tag. This policy **does not** apply to the WI tag; students who transfer in as sophomores must complete 3 WIs. Students who transfer in as juniors must complete 2 WIs. Students who transfer in as seniors must complete 1 WI. At least one WI course must be completed at Newberry College; additional WI credit may also be awarded through completion of an equivalent course at another institution.

Foreign language degree credit from an accredited institution (or satisfactory progress through a placement exam) will be accepted for the CORE foreign language requirement. If a placement exam is chosen and the student tests into a minimum of second semester equivalency, the student's foreign language requirement is met, however the student is not awarded credit hours.

Associate degrees (A.A., A.S.) count as a fully satisfied core, aside from 1 religion, 1 ethics, and WI requirements as determined by class standing at time of transfer. Religion and Ethics credits may be awarded through completion of equivalent courses at another institution(s).

Transfer students entering Newberry College with fewer than 60 credit hours are required to complete a MAY term course. Life experience credit may be awarded on a case by case basis.

NEWBERRY COLLEGE ONLINE CORE CURRICULUM

Rising out of the Core Curriculum, the Newberry College Online Core Curriculum for students accepted into the Newberry College Online program is designed to help students build a solid educational foundation emphasizing intellectual and personal development, meaningful vocation and engaged citizenship in a global society. The Liberal Arts Core Curriculum enables students to explore the following principal areas of knowledge: humanities and fine arts, social and behavioral sciences, natural sciences and mathematics.

Requirement	**Credit Hours**
Online Academic Success (COL 110)	3
Freshman Composition (ENG 113)	3
Oral Communication (SPE 110)	3
College Algebra (MAT 111) or higher	3 – 4
Quantitative Literacy	3
Lab Science	4
Humanities & Fine Arts	3
Ethics	3
Global Learning (HIS)	3
Global Learning (SOC/PSY/POS)	3
Religion	3
TOTAL	**34-35**
Graduation Requirement	1 Writing Intensive Course

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 (113—course typically taken by freshmen), the name of the course (Freshman Composition and Introduction to Literature and 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
ART	Art
BIO	Biology
BUA	Business Administration
CHE	Chemistry
COL	College Life
COM	Communications
CRW	Creative Writing
CRJ	Criminal Justice
DGM	Digital Marketing
ECE	Early Childhood Education
ECM	Early Childhood Management
ECO	Economics
EDU	Teacher Education
ELE	Elementary Education
EMD	Middle School Education
ENG	English
ENV	Environmental Science
	Exercise Science & Human Performance
FIT	Fitness for Life
FRE	French
FSC	Forensic
GEO	Geography
GER	German
GPD	Graphic Design
GRE	Greek
HLT	Health
HCM	Health Care Management
HSC	Health Science
HIS	History
HON	Honors
HUM	Humanities
INQ	Inquiry Courses
ISC	International Studies & Commerce
MAT	Mathematics
MIS	Management Information Systems
MSC	Military Science
MUA	Applied Music
MUE	Music Ensembles
MUS	Music
NUR	Nursing
PHE	Physical Education
PHI	Philosophy
PHY	Physics
POS	Political Science
PSY	Psychology
REL	Religion
RES	Respiratory Therapy
SCI	Science
SOC	Sociology
SOM	Social Media
SPA	Spanish
SPE	Speech
SPM	Sport Management
SSC	Social Sciences
SWK	Social Work
THE	Theatre

Accounting (ACC)

Department of Business Administration
Sarah K. Bryant, Ph.D. Department Chair

Accounting Faculty:
Associate Professor: Alicia Davis, Ed. S.;
Assistant Professor: Brent Daulton, B.S., M.Acc.

The mission of the accounting program is to prepare students for professional careers in public accounting, industry, and government. Teamwork, ethics and leadership skills are emphasized in this program. 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

Business Administration (BUA)
Management Information Systems (MIS)
Economics (ECO)

Accounting Major (B.S. Degree) Requirements (67 hours)

The major in Accounting consists of 67 hours including:

- 24 hours: Business Administration 101, 210, 220, 241, 260, 311, 341, 432, 472;
- 6 hours: Economics 210, 220;
- 6 hours: Management Information Systems 210, 310;
- 4 hours: MAT 202;
- 27 hours: Accounting 210, 220, 311, 312, 341, 421, 431, 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 upcoming academic year and to provide access to technology, accounting students will have access to 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 may use application software unavailable in Windows 365.

All Accounting majors and students taking accounting courses are expected to use the same computer technology required in the workplace. Students are required to check email daily and use a computer to monitor their academic

progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicated with academic advisors. Also, computers will be used to complete assignments, do research and create presentations.

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.
Computer access is required in this course.
This course satisfies the interdisciplinary criteria (IDS) for the 2014 Core Curriculum.
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.
Computer access is required in this course.
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.
Computer access is required in this course.
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.
Computer access is required in this course.
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.
Computer access is required in this course.
Offered fall semester.

ACC 421 Cost 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.
Computer access is required in this course.
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.
Computer access is required in this course. Offered spring 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. This course prepares students for service learning opportunities such as the IRS Volunteer Income Tax Assistance (VITA) program.
Computer access is required in this course.
This course satisfies the Civic Engagement criteria (CE) for the 2014 Core Curriculum. Offered fall 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.
Computer access is required in this course. Offered spring semester.

Art (ART)

Department of Arts and Communications
Professor Pat Gagliano, M.F.A., Department Chair

Art Faculty:
Professor: Bruce Nellsmith, M.F.A.
Associate Professor: Paula Riddle, M.A.T.
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.

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.

Art Program Learning Outcomes:
1. *The BA candidate in Studio Art will select and develop themes, problems, issues, techniques through study, research and exploration utilizing a variety of appropriate sources.*
2. *The BA candidate in Studio Art will demonstrate the knowledge and skills pertaining to visual language, structures, and forms.*
3. *The BA in Studio Art will be able to create artworks that clearly address the student's written artist's statement.*
4. *Students completing the BA in Visual Arts will be able to explore and develop a body of artwork that has a consistent theme or motif.*
5. *The student will produce a body of artwork that will be professionally documented and exhibited in a public location as his/her Senior Exit Exhibition.*

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, and 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) (36 hours)

Students majoring in Art must complete 36 semester hours of ART courses including: ART 101, 102, 131, 171, 191, 211, 212, 221, 231, 241; one ART Capstone course to satisfy Core Curriculum requirements in **Professional Knowledge/Experience** (*3 semester hours from* ART 342, 343, 375, 376, 421, 422, 431, 432, or 490) and ART 495 *Internship for 3 semester hours to satisfy Core Curriculum requirements in* ***Engagement***.

It is recommended that Art majors also take GPD 220 *Principles of Digital Photography* and GPD 320 *Web Design* and THE 103 *Stagecraft and Stagecraft Lab*.

Art Minor Requirements (15 hours)

The Art minor requires 12 hours from the Art area in addition to ART 191 or ART 211 for a total of 15 hours.

Core Curriculum

The following Art courses meet 2014 Core Curriculum requirements:

ART 102 *Three-Dimensional Design* satisfies Core Curriculum requirements in **Quantitative Literacy** (QLC).

ART 211 *History of Western Art I* and ART 212 *History of Western Art II* satisfy Core Curriculum requirements in either **Global Learning** (GL 1) – OR – **Expression/Humanities and Fine Arts** (HFA).

ART 221 *Drawing I* and ART 231 *Painting I* satisfy 2014 Core Curriculum requirements in **Global Learning** (GL 3).

ART 321, 331, 342, 343, 375, or 376 satisfy 2014 Core Curriculum requirements in **Professional Knowledge/Experience**.

ART 421, 422, 431, 432, 490, 491, 492, or 495 satisfy 2014 Core Curriculum requirements in **Engagement.**

Fees:

- ART 101, 102, 131, 171, 221, 271, 274, 321, 375, 376, 421, 422: A $75 fee is charged to cover cost of materials.
- ART 191, 192, 241, 242,—A $95 fee is charged to cover cost of materials.
- ART 231, 331, 342, 343, 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 2019-20 academic year and to provide access to technology, Art students will be required to use a laptop computer or tablet with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements. Students are also required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information, and to communicate with academic advisors. Computers may also be used for coursework, research, and presentations.

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.
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 Three-Dimensional Design satisfies 2014 Core Curriculum requirements in ***Quantitative Literacy*** *(QLC).*
A $75 fee is charged for the cost of materials. Offered every 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.
A $75 fee is charged for the cost of materials.
Required for Art Majors. Offered every 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.
A $75 fee is charged for cost of materials.
Required for Art Majors. Offered every semester.

ART 191, 192 *Experimental Media.* (3)
Prerequisites: NONE.
Recommended: ART 101, 102, 211, or 212 or a sense of curiosity and a willingness to experiment.
Experimental Media explores the understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media and/or broadens the experience and creative processes associated with media covered in the visual arts traditional two dimensional and three dimensional coursework. Media will be selected by the instructor and will change from semester to semester.
A fee of $95 is charged for the cost of materials. Offered at program discretion.

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 2014 Core Curriculum requirements for ***Global Learning*** *(GL 1)* – OR –
Expression/Humanities and Fine Arts (HFA). *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 2014 Core Curriculum requirements for ***Global Learning*** *(GL 1)* – OR –
Expression/Humanities and Fine Arts (HFA). *Offered every semester.*

ART 221. Drawing I. (3*)
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 Drawing I satisfies 2014 Core Curriculum requirements in ***Global Learning*** *(GL 3).*
A $75 fee is charged for cost of materials. Offered every semester.

ART 231. Painting I. (3*)
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 Painting I satisfies 2014 Core Curriculum requirements in ***Global Learning*** *(GL 3).*
A $125 fee is charged for cost of materials. Offered every semester.

ART 241. Printmaking I. (3)
An introduction to relief, intaglio, and monotype processes.
A $95 fee is charged for cost of materials. Offered at program 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 program 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 program 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.
A $75 fee is charged for cost of materials. Offered at program 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.
ART 321 satisfies 2014 Core Curriculum requirements in ***Professional Knowledge/Experience.***
A $75 fee is charged for the cost of materials. Offered at program 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.
ART 331 satisfies 2014 Core Curriculum requirements in ***Professional Knowledge/Experience****.*
Offered at program 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.
ART 342 or 343 satisfies 2014 Core Curriculum requirements in ***Professional Knowledge/Experience****.*
Offered at program discretion and taught in conjunction with ART 241.

ART 375, 376. Clay Arts/Ceramics 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.
ART 375 or 376 satisfies 2014 Core Curriculum requirements in ***Professional Knowledge/Experience****.*
Offered at program 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.
ART 421 or 422 satisfies 2014 Core Curriculum requirements in ***Engagement.***
Offered at program discretion and taught in conjunction with ART 321.

ART 431, 432. Painting III. (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.
ART 431 or 432 satisfies 2014 Core Curriculum requirements in ***Engagement.***
Offered at program 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 490 satisfies 2014 Core Curriculum requirements in ***Engagement.*** *Offered at program discretion.*

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 62 Independent Study.
ART 491 or 492 satisfies 2014 Core Curriculum requirements in ***Engagement.*** *Offered at program discretion.*

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 require the prior approval of the Chair of the Department and 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 63 Internship Externships.
ART 495 satisfies 2014 Core Curriculum requirements in ***Engagement.*** *Offered at program discretion.*

Biology (BIO)

Department of Sciences and Mathematics
Bret Clark, Ph.D., Department Chair

Biology Faculty:
Professors: Bret Clark, Ph.D., Charles Horn, Ph.D.
Associate Professor: Valarie Burnett, Ph.D.
Assistant Professor: Lindsy Boateng, Ph.D.
Adjunct Faculty: Cynthia Aulbach, M.S., M.A.T.; Hubert Kinard, M.Ed.

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, chiropractic, 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.

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 (63-65 hours)

A Bachelor of Science degree in biology requires the following:

- 25 hours of required courses in Biology 111, 121, 122, 201, 212, 322, 331;
- Three course electives (9-12 hours) in Biology from 200 level or higher, with two courses at the 300-400 level;
- An experiential learning course of at least 2 hours credit from: Biology 391, 491, 495, or 499;
- Two capstone courses, 2 credit hours total: Biology 481, 482;
- 8 hours of general Chemistry 113, 114;
- 4-5 hours of Organic Chemistry 230 and 240, or 231 and 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, physician's assistant, physical therapy, occupational therapy, and chiropractic medicine are advised to take Biology 215 and 216, and additional pre-requisites as required 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 or mathematics 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).

It is recommended that students beginning the B.S. program take Biology 121 and Chemistry 113 or Mathematics 111 during their first semester.

Biology (B.S. degree) with Secondary Education Concentration Requirements (108 hours)

Students who wish to become certified for public school teaching must complete the requirements for teacher certification (page 236 Teacher Education) 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;
- 28 hours of Education: 224, 228, 230, 232, 300, 342, 350, 382, 455.
- An experiential learning course (12 hours credit): Education 480;
- A capstone experience course (3 credit hours): Education 483.

Students who plan to qualify for certification at the secondary level should major in Biology with a concentration in Secondary 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, 228, and 230 during their freshman year. Education 300 should be taken during the sophomore year. These classes are prerequisites for all other education courses. All candidates must pass, or exempt, Praxis core reading, writing, and mathematics tests and apply for and be admitted to the Teacher Education Program in order to take EDU 232, 350, 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. A GPA of 3.0 and a C in all education courses as well as in all major courses is required to student teach and to graduate.

All Teacher Education students are expected to use the same computer technology required in the public and private PreK-12 classrooms. Computers will be used in education courses to complete assignments, do research and create presentations. Specifically, students enrolled in EDU 382: Technology and Teaching must have in class a laptop (not an iPad) with specifications stated in WolfDen under the Technology Tab.

All candidates, regardless of major, complete a minimum of 100 hours of field experience in a public school prior to student teaching.

Biology (B.S. degree) with Environmental Studies Concentration Requirements (71-72 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;
- An experiential learning course for at least 2 hours credit from: Biology 391, 491, Environmental Studies 495;
- 7 hours of courses in Environmental Studies 112, 220;
- The capstone course: Environmental Studies 381, taken twice;
- 8 hours of general Chemistry 113, 114;
- 4-5 hours of Organic Chemistry 230 and 240, or 231 and 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.

Biology (B.S. degree) with Forensic Biology Concentration Requirements (76 hours)

A major in biology with forensic science concentration requires a total of 75 hours of coursework as follows:

- 29 hours of required courses in Biology: 111, 121, 122, 201, 212, 301, 322, 331;
- one course for 4 hours from Biology 401 or 412;
- An experiential learning course for at least 2 hours credit from: Biology 391, 491, 495, or 499, or Forensics 495;

- Two capstone courses (2 credit hours total): Biology 481, 482;
- 17 hours in Chemistry 113, 114, 211, 231, 232, 241;
- 8 hours in Forensics 211, 212, 343;
- 7 hours in Mathematics 150, 200;
- 4 hours of Physics from 101 or 213;
- 3 hours of Criminal Justice 246.

Since its development in the 1980s, Forensic DNA analysis has exponentially impacted law enforcement's ability to solve crimes. Perpetrators who would have never been identified are apprehended daily by means of national databases of arrestees and convicted offenders. State, federal, and private laboratories need qualified employees to perform this important testing. The Forensic Biology concentration will provide students the opportunity to meet the federal educational requirements for DNA analysts and gain laboratory experience in DNA testing. The college has a strong working relationship with the SLED laboratory and will continue to provide the opportunity for internships.

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 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 as follows: Biology 121, 122, 201, Chemistry 113, Science 110, and Environmental Studies 112. 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 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 upcoming academic year and to provide access to technology, it is highly recommended that students in the Department of Science and Mathematics own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements.

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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
A $95 fee is charged each semester for this laboratory course.
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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

BIO 110. Human Heredity. (3)
Prerequisite: BIO 101, BIO 121, BIO 130 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.
Required for Nursing major. Offered fall 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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
A $95 fee is charged each semester for this laboratory course. Offered fall semester.

BIO 122. Zoology. (4)
Prerequisite: BIO 101, 121, or 130 with a grade of "C".
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.
A $95 fee is charged each semester for this laboratory course. 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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
A $95 fee is charged each semester for this laboratory course. Offered each semester.

BIO 181. Basic Human Anatomy and Physiology. (4)
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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
BIO 181 does not count toward pre-nursing or the biology major.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course.
Offered during summer terms.

BIO 201. Botany. (4)
Prerequisite: BIO 101, 121, or 130 with a grade of "C".
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.
A $95 fee is charged each semester for this laboratory course.
Offered fall semester.

BIO 212. Microbiology. (4)
Prerequisite: BIO 101, 121, or 130 with a grade of "C".
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.
A $95 fee is charged each semester for this laboratory course. Offered spring semester.

BIO 215. Human Anatomy and Physiology I. (4)
Prerequisite: BIO 101, 121, or 130 with a grade of "C".
An introductory course in the study of human structures and their functions. Three unifying themes will be emphasized: the complementarities of structure and function, the interrelationships among organ systems, and the importance of homeostasis. The structure and function of tissues, integument, skeletal, muscular, and nervous systems will be addressed. Three lecture and three laboratory hours per week.
A $95 fee is charged each semester for this laboratory course. Offered fall semester

BIO 216. Human Anatomy and Physiology II. (4)
Prerequisites: BIO 215.
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 their homeostasis through neural and hormonal integration. The structure and function of the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will be addressed. Three lecture and three laboratory hours per week.
A $95 fee is charged each semester for this laboratory course. Offered spring semester.

BIO 301. Biochemistry I. (4)
Prerequisites: BIO 121, CHE 230 with a grade of "C" or better, CHE 232, 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.
A $95 fee is charged each semester for this laboratory course. Offered fall semester.

BIO 302. Biochemistry II. (4)
Prerequisites: BIO/CHE 301 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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

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 at departmental discretion.

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.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

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. Genetic and cellular mechanisms that lead to formation of normal or defective tissues and organs will be discussed. Observation and data collection of developmental stages will be performed in laboratory. Three lecture and three laboratory hours per week.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

BIO 322. Genetics. (4)
Prerequisites: 12 hours of Biology, CHE 113.
A study of the structure, function, and inheritance of genes. Students will practice predicting outcomes of genetic crosses and interpreting pedigrees. Replication, transcription, translation and types of mutations will be covered. Classic experiments and modern genetic techniques will be discussed. Laboratory exercises will emphasize independent experimentation and statistical analysis of genetic data. Three lecture and three laboratory hours per week.
Required for Biology major.
A $95 fee is charged each semester for this laboratory course. 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. Cell metabolism, photosynthesis, cell division, and cell signaling are covered in detail. The fundamental roles of proteins in organelle and membrane-specific functions is emphasized. Three lecture and three laboratory hours per week.
Required for Biology major.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course. 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.
Satisfies 2014 Core Curriculum requirements for a Writing Intensive (WI) course. Offered at departmental discretion.

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.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

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.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course. 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 every 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 junior or senior Biology majors. Offered every 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.
A $95 fee is charged each semester for this laboratory course. 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 Internship restrictions and regulations on page 63. Offered every semester.

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 Senior Essay restrictions and regulations on page 63. Offered on demand.

Business Administration (BUA)

Department of Business Administration
David Fowler, Ph.D., Department Chair

Business Administration Faculty:
Professor: Sarah K. Bryant, Ph.D.
Associate Professor: Gerald Seals, M.A.
Assistant Professors: Leon Banks, J.D.; Alicia Davis, Ed.S.; Leslie Parks, M.B.A.; Paul D. Smith, M.B.A.
Adjunct Faculty: Elwood Jones, Ph.D.; Kelley G. Kelly, M.S.M.: Marita L. Romine, M.B.A.

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

Accounting (ACC)
Business Administration (BUA)
Economics (ECO)
Management Information Systems (MIS)

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 54 hours including:

- 6 hours: Accounting 210 and 220;
- 6 hours: Management Information Systems 210 and 310;

- 30 hours: Business Administration 101, 210, 220, 241, 260, 311, 341, 363, 432, and 472;
- 6 hours: Economics 210 and 220;
- 3 hours: Mathematics 200 or Social Sciences 230;
- 3 hours: from GPD 320, Business Administration 361, 362, 462, 477 Mathematics 211, any 300-or 400-level Accounting/Business/Economics elective. Mathematics 202 Calculus is highly encouraged for students who plan to attend graduate school.

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.

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.

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 upcoming academic year and to provide access to technology, business students will have access to 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 2010 or 2013 Microsoft Office suite, which includes Microsoft Access, Word, PowerPoint, and Excel.

All Business Administration majors and students taking business administration courses are expected to use the same computer technology required in the workplace. Students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicated with academic advisors. Also, computers will be used to complete assignments, do research and create presentations.

Course Descriptions

BUA 101. Introduction to Business (3)

First-year course.

An overview of the various functions of businesses, including management, accounting, finance, marketing, operations management, law, as well as other areas. Coverage emphasizes how these functions work together to form a profitable enterprise.

Computer access is a requirement of this course. Offered every semester.

BUA 210. Business Law. (3)

First-year course.

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.

Computer access is a requirement of this course. Offered every semester.

BUA 220 (320). Principles of Marketing. (3)

Prerequisites or co-requisites: ECO 220 and at least sophomore standing.

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.

Computer access is a requirement of this course. Offered every semester.

BUA 241. Personal Finance. (3)

Prerequisites: Sophomore standing.

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.

Computer access is a requirement of this course. This course satisfies an IDS requirement. Offered every semester.

BUA 260. Principles of Management. (3)
Prerequisites: BUA 101 and sophomore standing.
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.
Computer access is a requirement of this course. Offered every semester.

BUA 311. Business Ethics. (3)
Prerequisites: Junior standing.
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.
Computer access is a requirement of this course.
This course satisfies the Ethics (ET) and the Writing Intensive (WI) criteria for the 2014 Core Curriculum.
PHI 120 cannot be substituted for BUA 311. Offered fall semester.

BUA 341. Corporate Finance. (3)
Prerequisites: MAT 200 or SSC 230; ACC 210; BUA 241; ECO 210; and junior standing.
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.
Computer access is a requirement of this course. Offered every semester.

BUA 361. Human Resource Management. (3).
Prerequisites: BUA 260 and junior standing.
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.
Computer access is a requirement of this course. Offered fall semester.

BUA 362 Operations and Supply Chain Management. (3) *Prerequisites: ACC 220; ECO 220; MAT 200 or SSC 230, Prerequisites or co-requisites: BUA 220; BUA 260, and junior standing.*
A study of the operations management in tangible manufacturing and intangible service offering based organizations and supply chains within a total quality management framework. Includes inventory and materials management, project planning and management, process design and management, quality and capacity management, and supply chain logistics analysis.
Computer access is a requirement of this course. Offered at departmental discretion.

BUA 363 Small Business Management, Entrepreneurship I. (3)
Prerequisites: Junior standing.
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.
Computer access is a requirement of this course. Offered every semester.

BUA 432. International Business. (3)
Prerequisites: Junior or senior standing.
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.
Computer access is a requirement of this course.
This course satisfies the Global Learning II criteria (GL2) for the 2014 Core Curriculum.
Offered every semester.

BUA 462. Organization Behavior. (3)
Prerequisite: BUA 260 and senior standing.
An examination of human behavior in organizations. Emphasizes organizational culture, performance management systems, leadership, and the future of human relationships in work environments.
Computer access is a requirement of this course. 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 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.
Computer access is a requirement of this course.
This course satisfies the "designated course in the major" requirement for the 2014 Core Curriculum.
Offered every semester.

BUA 477. Entrepreneurship II. (3)
Prerequisite: BUA 363, and senior standing.
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.
Computer access is a requirement of this course. 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.
Computer access is a requirement of this course. 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.
Computer access is a requirement of this course.
Subject to Independent Study regulations and restrictions on page 62.

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.
Computer access is a requirement of this course.
Limited to majors in the department, subject to Internship regulations and restrictions on page 63.
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.
Computer access is a requirement of this course.
Subject to Senior Essay regulations and restrictions on page 63.

Chemistry (CHE)

Department of Sciences and Mathematics
Dr. Bret Clark, Department Chair

Chemistry Faculty:
Professor: Christina McCartha, Ph.D.
Associate Professors: Sid Parrish, Ph.D., Stephen Lambert, Ph.D.
Assistant Professor: Lauren Grabowski, Ph.D.
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 chemistry program 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, 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 a 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 protein, enzymology, and 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 are students:

1. with the chemistry content knowledge needed in the 5 foundational areas of chemistry – analytical, biochemistry, inorganic, organic, and physical chemistry;
2. with the skills and knowledge necessary to work safely in a laboratory;
3. able to effectively discuss chemical concepts orally using appropriate scientific terminology;
4. able to report scientific data effectively in ACS Standard Format using appropriate scientific terminology;
5. that demonstrate chemical isolation, purification, and synthesis skills;
6. able to collect and interpret spectral and chromatographic data.

Course Descriptions

Biology (BIO)
Chemistry (CHE)
Forensic Science (FSC)
Mathematics (MAT)

Physics (PHY)
Sociology (SOC)
Teacher Education (EDU)

Chemistry Major (B.S. degree) Requirements (67 hours)

A Bachelor of Science degree in Chemistry requires **67** semester hours including 50 semester hours of required chemistry courses:

- 35 hours of Chemistry: CHE 113, 114, 211, 231, 232, 241, 242, 301, 321, 375, 445;
- 7 hours (2 courses) from: CHE 322, 330, 376, 401, 446, 480;
- 3 hours (3 courses) Capstone: CHE 481, 482, 483;
- 2 hours Experiential Learning: CHE 391, 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 (71-72 hours)

A Bachelor of Science degree in Chemistry with Biochemistry concentration requires **71-72** semester hours including:

- 35 hours of Chemistry: CHE 113, 114, 211, 231, 232, 241, 242, 301, 321, 375, 445;
- 4 hours of Biochemistry: CHE 401;
- 3-4 hours (1 course) from: CHE 322, 330, 376, 446, 480;
- 3 hours (3 courses) Capstone: CHE 481, 482, 483;
- 2 hours Experiential Learning: CHE 391, 491, 495, or Departmental Approved course;
- 8 hours of Biology: BIO 121, 331;
- 8 hours of Mathematics: MAT 211, 212;
- 8 hours of Physics: PHY 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 (74 hours)

A Bachelor of Science degree in Chemistry with Forensic Chemistry concentration requires **74** semester hours including:

- 39 hours of Chemistry: CHE 113, 114, 211, 231, 232, 241, 242, 301, 321, 322, 375, 445;
- 7 hours of Forensic Science: FSC 211, 212, and 342;
- 3 hours (3 courses) Capstone: CHE 481, 482, 483;
- 2 hours Experiential Learning: CHE 391, 491, 495, FSC 495, or Departmental Approved course;
- 3 hours of Criminal Justice: CRJ 246
- 4 hours of Biology: BIO 121
- 8 hours of Mathematics: MAT 211, 212;
- 8 hours of Physics: PHY 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 (103 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 40 hours of education courses including:

- 41 hours of Chemistry: CHE 113, 114, 211, 231, 232, 241, 242, 301, 321, 330, 375, 391, 445;
- 4 hours of Biology: BIO 121;
- 4 hours of Mathematics: MAT 211;

- 8 hours of Physics: PHY 101, 102 or 213, 214;
- 6 hours of Science: SCI 114, 321;
- 28 hours of Education: EDU 224, 228, 230, 232, 300, 342, 350, 382, 455;
- 12 hours Experiential Learning: EDU 480;
- 3 hours Capstone: EDU 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, 228, and 230 during their freshman year. Education 300 should be taken during the sophomore year. These classes are prerequisites for all other education courses. All candidates must pass, or exempt, Praxis Core 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 232, 342, 350, 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. A 3.0 GPA is required and a minimum of a C in all education and major content courses are required to student teach and graduate.

All Teacher Education students are expected to use the same computer technology required in the public and private PreK-12 classrooms. Students are required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicate with academic advisors. Also, computers will be used to complete assignments, do research and create presentations. Specifically, students enrolled in EDU 382: Technology and Teaching must have in class a laptop (not an iPad) with specifications stated in WolfDen under the Technology Tab.

All candidates, regardless of major, complete a minimum of 100 hours of field experience in a public school prior to student teaching.

Chemistry Minor Requirements (24-26 hours)

The Chemistry minor requires 25 hours as follows:

- Chemistry 113, 114, 211, 230 or 231, 240 or 241;
- one course from Chemistry 301, 321, or 445;
- two electives from Chemistry 232, 242, 301, 321, 322, 330, 375, 376, 401, 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 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.

Forensic Science courses 211 and 212 may satisfy requirement for a Laboratory Science (LSC) course

LABORATORY FEES:

A $95 fee is charged *each* semester for *each* chemistry course *except* Chemistry 231, 232, 446, 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 and Forensic Science 343.

Technology Requirements

To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students in the Department of Science and Mathematics own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements.

Course Descriptions

CHE 105. General, Organic and Biochemistry (4)
Prerequisites: MAT 101, 111, 150, 211 or 212 (with at least a C).
An introductory course 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, basic organic chemicals and reactions, the structure and function of biomolecules, basic 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.
Satisfies the 2014 Core Curriculum requirement for a laboratory science (LSC) course.
A $95 fee is charged each semester for this laboratory course. Offered fall and spring semesters.

CHE 113. General Chemistry I. (4)
Prerequisite or Co-requisite: MAT 111, 150, 211 or 212 (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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
A $95 fee is charged each semester for this laboratory course. 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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

CHE 211. Laboratory Safety. (1)
Prerequisite: 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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

CHE 230. Essentials of Organic Chemistry. (3)
Pre-requisite: CHE 113 with a grade of "C" or better.
Co-requisite: CHE 240
An organic chemistry one-semester introductory study of structure, bonding, functional groups, and reactions of organic compounds. The application and appreciation of organic chemistry in medicine, biology, and our daily lives will be studied.
This course was designed for biology and health science majors and is not appropriate for a CHE 231/232 substitution for pre-professional students interested in veterinary science, medicine, dentistry, physician assistant, or pharmacy as their organic chemistry preparation. This course could serve as an introduction to organic chemistry for pre-professional students.
Three lecture per week and one hour of recitation per week. *Offered every semester.*

CHE 231. Organic Chemistry I. (3)
Prerequisite: 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 240. Essentials of Organic Chemistry Laboratory. (1)
Pre-requisite: CHE 113 with a grade of "C" or better.
Co-requisite or Pre-requisite: CHE 211
Co-requisite: CHE 230
The laboratory will include hands-on experimentation with basic chromatography, spectroscopy, organic techniques including recrystallization, distillation, and extraction.
This course was designed for biology and health science majors and is not appropriate for a CHE 231/232 substitution for pre-professional students interested in veterinary science, medicine, dentistry, physician assistant, or pharmacy as their organic chemistry preparation. This course could serve as an introduction to organic chemistry for pre-professional students.
Three laboratory hours per week.
A $95 fee is charged each semester for this laboratory course. Offered every semester.

CHE 241. Organic Chemistry Laboratory I. (2)
Prerequisite: CHE 114 with a grade of "C" or better.
Co-requisite: CHE 231
Prerequisite or Co-requisite: CHE 211
Required for Chemistry major, minor, and concentrations. Recommended for all other science majors.
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.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course. Offered spring semester even-numbered years.

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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

CHE 301. Biochemistry I. (4)
Prerequisites: BIO 121 and CHE 230 with a grade of "C" or better, CHE 232, 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 associated with glycolysis 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.
A $95 fee is charged each semester for this laboratory course. Offered fall semester.

CHE 302. Biochemistry II. (4)
Prerequisite: BIO/CHE 301 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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

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.
Satisfies 2014 Core Curriculum requirement for Quantitative Literacy (QLC) course.
A $95 fee is charged each semester for this laboratory course. Offered fall semester, odd-numbered years.

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.
A $95 fee is charged each semester for this laboratory course. 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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

CHE 375. 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.
A $95 fee is charged each semester for this laboratory course.
Offered spring semester, odd-numbered years. After 2021, offered fall semester even-numbered years.

CHE 376. Structural Organic Analysis. (4)
Prerequisites: CHE 231, CHE 241, and to be accompanied or preceded by CHE 232.
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.
A $95 fee is charged each semester for this laboratory course. Offered spring semester, odd-numbered years.

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.
A $95 fee is charged each semester for this laboratory course. 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.
The Citric acid cycle and oxidative-phosphorylation will be covered. Protein and lipid catabolic pathways will be introduced. Transcription and translation will be covered in detail. Advancements in DNA technology and methods of molecular biology will be discussed. 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.
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

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, kinetics, and chemical equilibria. Three lecture and three laboratory hours per week.
A $95 fee is charged each semester for this laboratory course.
Offered fall semester, even-numbered years. After 2020, offered spring semester odd-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 at departmental discretion.*

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).
A $95 fee is charged each semester for this laboratory course. Offered at departmental discretion.

CHE 481. Seminar. (1)
Students will critique paper presentations by their peers enrolled in the course, current faculty members, and visiting scholars. Students will prepare a resume, read and discuss scientific literature, prepare/present a 15 minute presentation on a chemistry topic, and select a senior level project.*-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 2014 Core Curriculum requirement for Writing Intensive (WI) course. 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 Independent Study rules and regulations on page 62. 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 Internship rules and regulation on page 63. Offered on demand.

College Life (COL)

John Lesaine, Ed.D., Associate Dean of Student Success and Persistence

All incoming freshmen are strongly encouraged to take COL 113 or HON 101 as partial fulfillment of their First Year Experience Learning Outcomes and to help them make a successful transition to Newberry College.

College Life courses are opportunities for students to examine the importance and value of their current and future transitional situations, and to enhance their overall educational experience. Ultimately students will improve their academic, communication, and professional skills through courses offered in the College Life curriculum.

Newberry First Year Experience Program Learning Outcomes (PLOs)

1. **Discover** the value of studying in a Liberal Arts environment with a focus on vocation.
2. **Learn** to thrive while navigating their new academic environment with determination and a clear sense of purpose.
3. **Develop** the ability to reflect on one's diversity, dignity, and individuality.
4. **Commit** to our shared humanity by valuing each person's diversity, dignity, and individuality.
5. **Thrive** emotionally, socially, and intellectually through campus involvement and community engagement.

COL 113 Student Learning Outcomes (SLOs)

After completion of COL 113, students will:

1. **Understand** and **effectively discuss** Newberry College graduation requirements including Liberal Arts Education, the Core Curriculum, and their relationship to the history of Newberry College.
2. **Identify** academic policies, processes, and campus resources that will aid in their academic success and timely attainment of degree.
3. **Adapt** and **apply** appropriate academic strategies to courses and learning experiences at Newberry College.
4. **Engage** in campus opportunities outside of the classroom.
5. Successfully **employ** required technology and professional communication in a digital age.
6. **Examine** and **develop** strategies that promote well-being.
7. **Interact positively** and **engage** in intellectual dialogue with peers, peer leaders, faculty, staff, and campus leaders.
8. **Explore** how vocation plays a part in personal and professional development as a student and a productive citizen.
9. **Apply** the principles of ethical decision-making, critical thinking and personal & social responsibility.
10. In personal reflection essay(s), **expand on** how each student values the **diversity, dignity,** and **individuality** of others.

Technology Requirements for College Life

To meet Program Learning Outcomes for the upcoming academic year 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. Instructions for installation can be accessed through the Technology Tab in Wolf Den.

College Life students will be required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicate with academic advisors. Also, computers will be used to complete assignments, do research and create presentations. Students should see courses descriptions for specific course requirements.

Course Descriptions

COL 110. Online Academic Success. (3)

This course is for online students only.

Online orientation course is designed to give students the opportunity to prepare and familiarize themselves with expectations of an online learner. Students will explore their preferred learning style and online communication for success. In addition, students will engage with the technology required in the Learning Management System (LMS) by navigation practice. Policies, procedures and resources available to the online student will be explored and practiced.

COL 113. Academic and Career Preparation. (3)
COL 113 is one stage in the comprehensive, scaffolded, and multi-phased approach for new students that focuses on academic, emotional, and social success at Newberry College. This 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, and beyond. A laptop computer is required. *Offered fall semester.*

COL 150, 151, 152, 153. Academic Success Program. (1)
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. (2)
Prerequisite: COL 113 and permission of First Year Experience Mentor.
This course is designed for students who are serving as peer mentors in COL113, Academic and Career Preparation. 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 a specific COL 113 section.
Graded on pass/fail basis. Offered at departmental discretion.

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 113.
To be taken concurrently with specific COL 113 section.
Graded on pass/fail basis. Offered at departmental discretion.

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. *Offered at departmental discretion.*

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. *Offered at departmental discretion.*

COL 300. Learning Leadership. (1)
This 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 at departmental discretion.*

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.
Offered at departmental discretion.

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.
Offered at departmental discretion.

Communications (COM)

Department of Arts and Communications
Professor Pat Gagliano, Department Chair

Communications Faculty and Staff:
Professor: Jodie Peeler, Ph.D.
Assistant Professor: Al de Lachica, M.A.
Adjunct Faculty: Larry Cameron, M.A.
Staff: 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 Newberry College Communications Program trains students not only in the technical aspects of mass communications, but provides a strong education in the theory, history, law and ethics of mass media. The program also emphasizes development of strong professional skills and requires students to build experience with working media outlets. Our students graduate not as technicians, but as well-rounded communicators who combine technical expertise with the depth and intelligence of a liberal arts education, and who possess a strong appreciation of the important role the media serve in the public sphere.

Our program emphasizes four areas of mass communications:

1. **Journalism**: informing the public, telling the stories in the world around us, and being a watchdog
2. **Broadcasting**: reaching the audience through television, radio and webcasting
3. **Public Relations and Advertising**: reaching hearts and changing minds
4. **Sports Communications**: taking audiences where the action is

Regardless of specialization, all Communications degrees require 47 hours of courses. All students receive training in media writing, video production, public relations, First Amendment law, courses in mentoring and leadership skills, a first-year introductory seminar, a senior capstone seminar, and an internship. Each specialization also includes a practicum course specific to that area.

Upon graduation, our students:

1. understand the communications industry's past, and understand where the industry is headed in a new technological age;
2. know how to write for a wide array of media platforms, and have professional-quality production skills;
3. understand the need for careful conceptualization and planning, and know how to organize effective stories, productions and campaigns;
4. and know how to evaluate media productions based on an organization's needs, the audience's needs, and the boundaries of ethical and legal implications.

FACILITIES: The Communications Program is located in the Langford Communications Center. This specialized facility has two television studios with control room, video and audio editing suites, a radio station (WNIR-LP FM), classrooms, and faculty offices.

Communications Major (B.A. degree) Requirements (47 hours)

Requirements for a major in Communications include 47 hours as follows:

- 21 hours: **Communications Program Core**
  (3) COM 110 *Introduction to Communication Arts*
  (3) COM 121 *Writing for Mass Media*

(3) COM 221 *Professional Media in Action*
(3) COM 231 *Introduction to Video Production*
(3) COM 370 *The First Amendment*
(3) COM 480 *Capstone Seminar*
(3) COM 495 *Professional Internship*

- 5 hours: **Communications Program Labs**
  (1) COM 101 *Introductory Communications Lab*
  (1) COM 201 *Intermediate Communications Lab*
  (1) COM 301 *Advanced Communications Lab*
  (2) COM 401 *Communications Leadership Lab*
- 21 hours in **Designated Courses and Electives** according to Communications concentration.

The following Communications courses meet 2014 Core Curriculum requirements:
COM 480 satisfies 2014 Core Curriculum requirements in **Professional Knowledge/Experience**.
COM 495 satisfies 2014 Core Curriculum requirements in **Engagement.**

AREAS OF STUDY: CONCENTRATIONS

Journalism: Telling the human story
In times of celebration or tragedy, in times good or bad, the journalist is there to inform the public, to keep watch on the actions of public officials, to engage communities, to promote accountability through exposure, and to write the first draft of history. The Journalism track trains students in the effective practice of journalism through an intensive, hands-on curriculum that requires our students to go out in the community and learn the reporter's craft through direct experience and real-world understanding. No matter the medium – print, broadcast, multimedia – students emerge from the Journalism track with the knowledge, insight and skills needed to tell effective stories in any format, and are prepared to work as writers, editors, and anchors.

The **Journalism** track consists of the following courses, in addition to the 26 hours of Program Core & Program Labs:
(3) COM 321 *Journalism Practicum*
(3) COM 323 *Studio Production*
(3) COM 391 *Advanced Research Skills in Communications*
(3) POS 123 *Current Issues and Global Controversies* or POS 225 *Comparative Political Systems*
(9) Three 3 credit hour classes from any of the following academic disciplines, chosen in collaboration with advisor: BUA, ENG (*except ENG 113*), HIS, POS, PSY, SOC, SPE (*except SPE 110*)
Recommended minors: Business Administration, English, History, Political Science, Psychology, Sociology, Speech

Broadcasting: On the Air
From the on-air talent to the people behind the cameras and microphones and the technical staff in the control room, an effective broadcast is a complicated affair that requires planning, skill and artistry to make an impact on an audience. The Broadcasting track trains students to make this happen. Broadcast students take a sequence of courses that requires them to work in an actual television studio and control room, to produce broadcast-quality field segments on location, and to master the behind-the-scenes techniques of planning and aesthetics that aren't as often seen but are just as important. Graduates of the Broadcasting track are prepared to work as on-air talent, directors, producers, technicians, videographers and editors.

The **Broadcasting** track consists of the following courses, in addition to the 26 hours of Program Core & Program Labs:
(3) COM 309 *Programming and Management*
(3) COM 311 *Aesthetics of Design for Television*
(3) COM 323 *Studio Production*
(3) COM 423 *Broadcasting/Sports Communications Practicum*
(9) Three 3 credit hour classes from any of the following academic disciplines, chosen in collaboration with advisor: ART, BUA, GPD, SPE (*except SPE 110*), THE
Recommended minors: Art, Business Administration, Graphic Design, Speech, Theatre

Public Relations and Advertising: The Art of Persuasion
Whether in an advertising campaign to sell a product, a fundraising effort for a local organization or an awareness campaign to prompt social change, the basic techniques of reaching hearts and changing minds remain constant. The

Public Relations and Advertising track prepares students for success in this field through an intensive series of courses that combine classroom learning with community involvement and professional experience. Public Relations and Advertising students further their training by working with The Wolf Agency, the Communications Program's in-house advertising and public relations firm, which assists local organizations' outreach campaigns. Graduates of the Public Relations and Advertising track are ready to work as ad copywriters, public relations staffers, and event organizers.

The **Public Relations and Advertising** track consists of the following courses, in addition to the 26 hours of Program Core & Program Labs:

(3) COM 241 *Introduction to Public Relations*
(3) COM 341 *Public Relations Research/Methods/Evaluation*
(3) COM 441 *Public Relations Practicum*
(3) BUA 220 *Principles of Marketing*
(9) Three 3 credit hour classes from any of the following academic disciplines, chosen in collaboration with advisor: ART, BUA, ENG (*except ENG 113*), GPD, SPE (*except SPE 110*), THE

Recommended minors: Art, Business Administration, Creative Writing, English, Graphic Design, Speech, Theatre

Sports Communications: Where the Action Is

It takes a special set of skills to bring the human drama of athletic competition into the homes of excited audiences, to work with teams on their public outreach needs, and to provide successful marketing services to build the team's name recognition. The Sports Communications track helps students build a firm understanding of how to cover sports of all kinds, of the special needs sports organizations have in the world of mass communications, and how to effectively market teams' and players' images to the public. A strong, well-rounded curriculum is reinforced by partnerships with local broadcasters and sports organizations to give students real-life experience in the sports communications field. Graduates are prepared for jobs as sportscasters, play-by-play personnel, team marketing professionals and spokespeople, sports information directors, and similar positions.

The Sports Communications track consists of the following courses, in addition to the 26 hours of Program Core & Program Labs:

(3) COM 241 *Introduction to Public Relations*
(3) COM 323 *Studio Production*
(3) COM 423 *Broadcasting/Sports Communications Practicum*
(3) SPM 181 *Introduction to Sport Management*
(9) Three 3 credit hour classes from any of the following academic disciplines chosen in collaboration with advisor: BUA, PHE, PSY, SOC, SPE (*except SPE 110*), SPM

Recommended minors: Business Administration, Coaching, Psychology, Sociology, Speech, Sport Management

PROFESSIONAL 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 135 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:

To cover wear and tear on studio equipment, a $75 fee is charged for each semester of COM 101, 201, 301 and 401.

A $100 fee is charged for each semester of COM 311, 322, 323, 422, 423, 430 and 431.

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 – *Writing for Mass Media*, based on demonstrated knowledge and abilities. Any courses exempted in this manner will be replaced by electives in the student's program of study to maintain the 47-hour requirement.

Communications Minor Requirements (20 Hours)

The Communications minor includes 20 hours as follows:

(1) COM 101 *Introductory Communications Lab*
(1) COM 201 *Intermediate Communications Lab*
(3) COM 110 *Introduction to Communication Arts*
(3) COM 121 *Writing for Mass Media*
(3) COM 231 *Introduction to Video Production*
(3) COM 370 *The First Amendment*
(6) Two 3 credit hour COM classes, one 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 2019-20 academic year and to provide access to technology, Communications students will be required to use a laptop computer with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements. Students are also required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information, and to communicate with academic advisors. Computers may also be used for coursework, research, and presentations.

All Communications students are required to have 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 either operating system). Tablet and mobile devices (iPads, smartphones, etc.) will not meet the professional-level expectations of assignments given in the Communications program.

In addition, all Communications majors and minors are required to have a digital video camera with tripod, a digital audio recorder, and a digital still camera. Click here to review the Communications program buying guide to help you select appropriate but affordable production gear for course assignments. Video captured on tablet and mobile devices will not meet the professional-level expectations of assignments given in the Communications program.

Under no circumstances does the Communications program make equipment available to students for checkout.

DIGITAL MARKETING

Communications majors and minors may also be interested in the **Bachelor of Science degree** in **Digital Marketing**. This program of study is an interdisciplinary mix of courses in Business Administration, E-Commerce, Communications, Graphic Design, and Social Media to meet the vocational needs of students in a rapidly growing internet community. The Digital Marketing degree includes COM 121, COM 231, and COM 241. For more information on the Digital Marketing degree, see page 116.

Course Descriptions

COM 101. Introductory Communications Lab. (1)
An introductory lab that acquaints new Communications majors and minors with the effective operation of a television studio. Under the guidance of advanced students, COM 101 students serve as the technical crew in the production of a weekly sports-related studio program.
A $75 lab fee is charged for this course.
NOTE: Students are required to take COM 101/201/301/401 in sequence. Restricted to COM majors and minors only.
Offered fall semester.

COM 110. Introduction to Communication Arts. (3)
Contemporary media play a vital role in today's society. In this introductory survey course, students study the history, development, and organization of the electronic mass media. Development in telecommunications technology is also included. The course emphasizes the relationship of media and its impact on society as well as ethical decision making and the diversity of its audiences from the 19th century to today's broadcast and online media.
Offered every semester.

COM 111. Practical Media Fundamentals. (3)
A course for non-majors and non-minors providing practical skills in mass communications. Students learn the theoretical and practical fundamentals of media writing, interviewing, public relations, law and ethics, social media, branding, and other essentials of working with mass communications.
This course is for non-majors and non-minors only. COM 111 will not satisfy curriculum requirements for majors or minors in ART, COM, DGM, GPD, or THE, and will not count toward completion of required program electives for those majors or minors. Therefore, these students may not enroll in COM 111.
Offered every semester.

COM 121. Writing for Mass Media. (3)
Prerequisite: ENG 113 with a "C" or better.
The fundamentals of writing for mass media across print, broadcast and multimedia platforms form the basis of this course. Students put the elements of journalism to use on actual reporting assignments, write scripts and develop storyboards for broadcast outlets, and learn the fundamentals of advertising and public relations writing. Students also learn about the importance of proper copy editing, as well as the legal and ethical aspects of media writing. Other areas of media writing, such as scriptwriting and art writing, are also covered.
Restricted to ART/COM /DGM/GPD/THE majors, and COM minors, only.
Offered every semester.

COM 201. Intermediate Communications Lab. (1)
Prerequisite: COM 101.
Students build on the skills learned in COM 101 to increase mastery of audio and video production in the Langford Center's facilities. Students continue to work under the guidance of advanced students as they begin to develop their own leadership qualities.
A $75 lab fee is charged for this course.
NOTE: Students are required to take COM 101/201/301/401 in sequence. Restricted to COM majors and minors only.
Offered spring semester.

COM 221. Professional Media in Action. (3)
Prerequisites: COM 121.
Using the skills learned in COM 121, students engage in advanced media writing work, including filing stories for print and broadcast outlets as well as the *Newberry Observer*. Students learn the importance of thorough reporting, proper time management and meeting deadlines. Students also engage in job-shadowing with the *Observer*'s reporting staff and interact with members of the greater Newberry community to learn firsthand how a media professional's work is properly done. *Offered fall semester.*

COM 231. Introduction to Video Production. (3)
An introduction to the disciplines and techniques of digital video editing for broadcast and online media. Practical experience includes designing and producing short videos using portable video cameras and digital editing equipment. *Restricted to ART/COM/DGM/GPD/THE majors, and COM minors, only. Students must provide their own cameras, computers and editing software. All Communications students are required to have 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 either operating system). Tablet and mobile devices (iPads, smartphones, etc.) will not meet the professional-level expectations of assignments given in the Communications program.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 at program discretion.

COM 301. Advanced Communications Lab. (1)
Prerequisite: COM 201.
In this course, students begin applying leadership skills in a working environment. Students fulfill leadership roles in media productions and serve as mentors to COM 101 students.
A $75 lab fee is charged for this course.
NOTE: Students are required to take COM 101/201/301/401 in sequence. Restricted to COM majors and minors only. Offered fall semester.

COM 309. Programming and Management. (3)
Prerequisites: COM 110, 121
An introduction to and analysis of procedures in planning and monitoring media productions and organizations. Students learn how to analyze factors influencing the content, style, and costs for various types of programs, and learn about budgeting, schedules, logistics, and basic legal requirements. The course also examines ownership and regulation, organizational structure, personnel, business models and sales for the broadcast and online media.
Offered spring semester, even-numbered years.

COM 311. Aesthetics of Design for Television. (3)
Prerequisite: COM 110, 121, and 231
Aesthetics refers to the creative use of camera angles, motion, lighting, color, sound, music, special effects and editing for creative impact. This course examines theories and disciplines of shooting and editing and how they combine with all the media aesthetics, primarily for television production. Students apply these concepts to the production of short projects illustrating the concepts in detail.
Offered fall semester, odd-numbered years. A $100 lab fee is charged for this course.

COM 321. Journalism Practicum. (3)
Prerequisite: COM 221.
Students in the Journalism sequence gain practical experience by working with a designated on-campus office or organization. During the practicum, students build experience in taking assignments from supervisors, in working independently, and in meeting deadlines – skills that are important in successful completion of the required COM 495 internship. Students will also choose the company or organization with which they wish to serve their internship and will complete the application process for this internship by the end of the semester. *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.
A $100 lab fee is charged for this course.
Offered at program discretion.

COM 323. Studio Production. (3)
Prerequisite: COM 231
An intermediate course in the design and production of studio programs using the Langford Communications Center Studio. Practical experience includes designing and producing a complex studio-based news program suitable for broadcast or web streaming.
A $100 lab fee is charged for this course. Offered spring 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 at program discretion.*

COM 370. The First Amendment. (3)
Prerequisite: COM 110, 121 and junior standing.
The history and evolution of our nation's fundamental right, and the implications for mass communicators in such areas as libel, privacy, access to meetings and records, obscenity, and government regulation. Each student completes an independent research project introducing them to the basics of legal research and procedure.
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 401. Communications Leadership Lab. (2)
Prerequisite: COM 301.
In this lab, advanced students take direct charge of audio and video productions and demonstrate leadership skills essential for career success. Students in this course serve in managerial positions and as mentors to COM 201 students.
A $75 lab fee is charged for this course.
NOTE: Students are required to take COM 101/201/301/401 in sequence. Restricted to COM majors and minors only.
Offered spring semester.

COM 422. Audio Production II. (3)
Prerequisite: COM 322.
Advanced audio production using digital media tools to produce significant audio-based programs.
A $100 lab fee is charged for this course. Offered at program discretion.

COM 423. Broadcasting/Sports Communications Practicum. (3)
Prerequisite: COM 323
A study and practice of advanced production and performance skills both in studio production and in independent or non-studio production for television and online media. Practical experience includes researching, writing, shooting and performing in a variety of journalistic projects designed for the student to tell a story and communicate with an audience.
A $100 lab fee is charged for this course. Students must provide their own cameras, computers and editing software. All Communications students are required to have 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 either operating system). Tablet and mobile devices (iPads, smartphones, etc.) will not meet the professional-level expectations of assignments given in the Communications program.
Offered fall semester, even-numbered years.

COM 430. Advanced Communications Studies I. (3)
Prerequisites: COM 121, COM 231 and junior standing.
This course allows students to work on a single, complex, professional multimedia experience that integrates all of their previous studies into one class. *A $100 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.
A $100 lab fee is charged for this course. Offered spring semester, at program discretion.

COM 440. Critical Analysis of Mass Media. (3)
Prerequisites: COM 110 and 121
A critical examination of the production, social, legal and ethical aspects of mass media, including print and electronic media. Theories of mass media are presented and used for the analysis of specific examples. Students conduct individual studies of selected aspects of mass media. Recommended for students planning to attend graduate school.
Offered fall semester, even-numbered years.

COM 441. Public Relations Practicum. (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 at program discretion.*

COM 460. Introduction to Communication Theory. (3)
Prerequisites: COM 110, 121, and junior standing.
A critical survey of theories of mass communications. Students will begin to understand and comprehend the cognitive ideas and theories that guide scholarly research and delve into the major areas of media research conducted over the past century. This course is significantly useful for those students considering graduate school.
Offered spring semester, odd-numbered years.

COM 480. Capstone Seminar. (3)
Prerequisites: COM 110, COM 121, and senior standing.
This course for seniors takes a close look at a single aspect of mass communications. Students take an active role in the course, leading class discussions, giving presentations, and producing independent scholarly work.
Offered fall semester. COM 480 satisfies 2014 Core Curriculum requirements in ***Professional Knowledge/Experience****.*

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. Offered at program discretion.

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.
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.
Restricted to COM majors and minors only. Subject to Independent Study rules and regulations on page 62.

COM 492. Independent Study. (1-3)
Prerequisite: Permission of Instructor and COM 491.
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.
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.
Restricted to COM majors and minors only. Subject to Independent Study rules and regulations on page 62.

COM 495. Professional Internship. (1-12)
Prerequisite: Permission of Instructor and appropriate practicum course (COM 321, COM 423 or COM 441).
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.
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 495 satisfies 2014 Core Curriculum requirements in ***Engagement.***
Subject to Internship regulations and restrictions on page 63.

COM 496. Professional Internship. (1-12)
Prerequisite: Permission of Instructor and COM 495.
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.
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.
Subject to Internship regulations and restrictions on page 62.

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.
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 Senior Essays regulations and restrictions on page 63.

Creative Writing (CRW)

Department of Humanities
David Rachels, Ph.D. Department Chair

Creative Writing Faculty:
Professor: Warren Moore, III, Ph.D.

See page 121 for requirements for the Minor in Creative Writing.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the upcoming academic year 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 page 121 for course offerings in Creative Writing.

Criminal Justice (CRJ)

Department of Social and Behavioral Sciences
Vinetta Goodwin Witt, Ph.D., Department Chair

Criminal Justice Faculty:
Assistant Professor and Program Coordinator: Patrick Beatty, Ed.D.
Assistant Professor: Cynthia Eshelman, J.D.

Students in the Criminal Justice major will be prepared for a meaningful vocation in the field of Criminal Justice. Furthermore, students will engage in community service and applied learning to develop skills in citizenship. They will learn to think critically and globally.
The objectives are to:

- Provide opportunities for students to learn skills needed for the CRJ field.
- Offer specialized education in the CRJ field such as research methods and applied learning.
- Offer CRJ employees with an Associate degree a path to a Bachelor's degree.

Criminal Justice Major (B.A. degree) Requirements (66 hours)
Majors in Criminal Justice are required to complete 36 hours in Criminal Justice and 24 hours in Social Sciences for a total of 60 hours as follows:

- 36 hours: Criminal Justice 101, 212, 214, 246, 300, 310, 312, 314, 317, 340, 403, 495;
- 6 hours: Two electives in Criminal Justice courses;
- 24 hours: Eight other courses;
  - 6 hours: Political Science 121, 343
  - 3 hours: Psychology 120
  - 3 hours: Sociology 101
- 6 hours: Social Sciences 220, 230
- 6 hours or the equivalent proficiency of a foreign language

The Criminal Justice major 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.

Criminal Justice Minor Requirements (18 hours)
The Criminal Justice minor requires 18 hours in Criminal Justice: CRJ 101, 212, 214, 246, and two Criminal Justice electives.
Electives may be selected from the following courses (one elective must be from a 300 or higher course):
CRJ 248, 300, 310, 312, 313, 315, 317, 340, 342, 344, 346, 416, 495
POS 122, 228, 343
PSY 231, 236, 312, 325
SOC 102, 208, 236, 308
FSC 211

Technology Requirements for Criminal Justice Major/Minor

To meet Program Learning Outcomes and to provide access to technology, criminal justice majors and minors 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. 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.

Criminal Justice Online Degree
The online Criminal Justice Major (B.A. degree) Requirements (57 hours)
An online Bachelor of Arts degree in Criminal Justice requires 57 semester hours outlined Criminal Justice courses.

The semester hours required for the degree include:
18 hours: Criminal Justice 101, 212, 246, 248, 403, and 495.
9 hours: Three additional courses in Criminal Justice depending on student's interests and online offerings.
12 hours: Sociology 101, 208, 302, and 308.
9 hours: Psychology 120, 312, and approved PSY elective.
6 hours: Political Science 121 and 343.
3 hours: Social Sciences 230.

Course Descriptions

CRJ 101 Introduction to Criminal Justice (3)
This course offers a survey of the fundamental components of the American criminal justice system, presenting an overview of law enforcement approaches, court systems, juvenile justice, correction, probation and parole structures. The nature of crime in the United States and society's response is explored. Recurring issues within these core subjects are addressed including terrorism, social justice, drug crime, police function and social control in addition to current controversies in the criminal justice system. *Offered every semester.*

CRJ 212 Correctional Systems (3)
This course is an introduction to the major characteristics, components, functions and issues of the correctional system in Criminal Justice. An overview of processes, organization, clients incarcerated, on probation, parole and other programs will be presented. *Offered every spring semester.*

CRJ 214: Policing in America (3). *Prerequisite: CRJ 101*
This course is an introduction to the history and evolution of policing in the United States and the various theories of policing. It includes contemporary issues in policing such as administration and management in policing agencies; use of force and coercion; technological advances and their effects on policing; officer training; police discretion; and ethical considerations. *Offered every fall semester.*

CRJ 246 (SOC 246) Criminology (3)
This course offers an introduction to the study of crime and crime control. Theories of criminal behavior from multiple disciplines including sociology, psychology, social psychology, anthropology, theology, economics and philosophy are explored, critiqued, compared and contrasted. The application of these theories in response to ethical issues, law enforcement, courts, law, general policy implications, research and current social issues are explored.
Offered every fall semester.

CRJ 248 Juvenile Justice (3)
This course offers a multi-disciplinary introduction the origin, character and scope of juvenile delinquent behavior and society's attempts to define, prevent and control delinquency. Major theories of juvenile delinquency identification, causation, control, classification and social reaction are identified and examined. Juvenile courts, police, social workers, media and other actors are identifying, classifying and responding to delinquents are examined, compared and contrasted during the course. *Offered every spring semester.*

CRJ 300 Professional Ethics in Criminal Justice (3). *Prerequisite: CRJ 101*
This course will present the fundamentals of ethical behavior as it relates to the American criminal justice system. Classical and contemporary ethical theories will be applied to the discussion of such issues as discretion, corruption, use of force, racism, deception, professionalism, and the nature and meaning of justice.
Offered every spring semester. This course satisfies the Ethics (ET) criteria for the 2014 Core Curriculum.

CRJ 310 The Judicial Process (3)
Prerequisite: CRJ 101 or CRJ 246 and 212
This course is designed to provide information about the purpose and structure of the local, state, and federal court system and the process for adjudicating cases. *Offered spring even-numbered years.*

CRJ 312 (SOC 347). Criminal Justice and the Law. (3)
Prerequisite: CRJ 101 or CRJ 246.
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.*

CRJ 313 Immigration in Global Societies (3). *Prerequisite: CRJ-101.*
This course introduces students to the justice system as it relates to Immigration and identifies legal issues and social issues within the Immigration system. The course will emphasize a theoretical and empirical approach to the examination of Immigration trends, as well as, being able to identify different aspects of Immigration.
Offered every spring semester, even-numbered years

CRJ 314 Criminal Evidence (3)
Prerequisite: CRJ 101 or CRJ 246.
Fundamental of collecting evidence; crime scene search and recording, collection and preservation of physical

evidence, sources of information; interviewing; and case preparation.
Offered fall, even-numbered years.

CRJ 315 Victimology (3). *Prerequisite: CRJ-101*
This course introduces the students to the field of victimology. The course will emphasize the theoretical and empirical approach to the examination of victims, as well as, identify different types of victims and how to assist those victims.
Offered every spring semester.

CRJ 317 Diverse Populations and Criminal Justice (3). *Prerequisite: CRJ-101, 212, 214., 248.*
This course critically examines race, gender, class, religion, and other diversity topics within the U.S. Criminal Justice System. Topics of emphasis include the importance of diversity in the development, organization and operation of the Criminal Justice system.
Offered every spring semester.

CRJ 340 Management in Criminal Justice Organizations (3)
Prerequisite: CRJ 101 or CRJ 246 and 212
Explores management strategies that have been employed in criminal justice agencies. Provides a historical and contemporary focus on management in criminal justice organizations.
Offered every spring semester, odd-numbered years.

CRJ 342 Comparative Criminal Justice Systems (3). *Prerequisite: CRJ 101, CRJ 212, CRJ 214, CRJ 246.*
This course will examine and discuss issues related to justice systems throughout the world. This course will identify, analyze, and compare the components of the criminal justice system in the United States with those of other countries.
Offered every fall semester.
This course satisfies the Global Learning 2 (GL2) criteria for the 2014 Core Curriculum.

CRJ 344 Police Community Relations (3)
Prerequisite: CRJ 101 or CRJ 246 and 212
The function of Police in modern society; the role of police in developing relationships with the community; moving from law enforcement to community and police crime prevention. *Offered fall, even-numbered years.*

CRJ 346 Drugs and the Criminal Justice System (3). *Prerequisite: CRJ 101, CRJ 212, CRJ 246, CRJ 248.*
This course will present the relationships between drug abuse and criminal offending, including the historical and contemporary criminal justice system responses to illegal substances. This course will examine the history of drug usage, legislation and enforcement, sociological and psychological drug abuse, treatment, and prevention.
Offered fall, odd-numbered years. This course satisfies the Inter Disciplinary (IDS) criteria for the 2014 Core Curriculum.

CRJ 403 Capstone Course (3)
Prerequisite CRJ 101, 212, 214, 246, 300, 310, 312, 314, 317, 340 and SSC 220, 230
This course offers the student the opportunity to develop a scholarly research paper which establishes the student's understanding of a subject relevant to the students' study in criminal justice. The course includes the preparation of a study plan, research and the production of a final research paper, and the presentation of the paper to the course instructor and an audience.
This course satisfies the Writing Intensive (WI) criteria for the 2014 Core Curriculum. Offered every spring semester.

CRJ 416 Trial Practice (3). *Prerequisite: CRJ-101, CRJ-246; CRJ-314.*
This course introduces students to the legal practice of conducting a criminal trial from pre-trial procedures through the end of a trial. *Offered every spring semester, even-numbered years*

CRJ 495 (SOC 495) Internship in Criminal Justice (3)
Prerequisite CRJ 101, 212, 214, 246, 300, 310, 312, 314, 317, 340.
This course presents a participant observation opportunity through a hosting criminal justice agency selected or approved by the internship course's instructor. The student will be supervised by the course instructor and the hosting agency's internship supervisor. The student will engage in various field work activities within the agency while recording his or her experiences a field journal. The student will produce course paper and presentation based upon experiences and knowledge gained during the internship. *Offered every fall semester.*

Digital Marketing (DGM)

Department of Business Administration **and** Department of Arts & Communications
Professor Pat Gagliano, Digital Marketing Program Coordinator; Chair, Department of Arts and Communications
NOTE: This degree is a major in the Department of Business Administration with an emphasis in the Department Arts & Communications.

Digital Marketing Faculty
Professor of Business and Finance: Sarah K. Bryant, PhD
Professor of Communications: Jodie Peeler, Ph.D.
Associate Professor of Graphic Design and Digital Marketing: Tania Sosiak, MID
Associate Professor of Business Administration: Gerald Seals, MA
Assistant Professor of Communications: Al deLachica, MA
Assistant Professors of Business Administration: David Fowler, PhD; Leon Banks, J.D; Alicia Davis, EdS; Paul D. Smith, MB; Les Parks, MBA
Adjunct Instructor of Business Administration/E-Commerce: Elwood Jones, PhD

Digital Marketing Program

The Bachelor of Science degree in Digital Marketing addresses the 21st Century need for a creative interdisciplinary marketing program, and offers a career pathway for further study in the broad field of digital media. Grounded in a liberal arts environment, the Digital Marketing degree is an interdisciplinary mix of courses in Business Administration, E-Commerce, Communications, Graphic Design, and Social Media geared toward meeting the vocational needs of students in a rapidly growing internet community. Digital Marketing students learn how to apply marketing principles and create effective marketing strategies using a variety of digital media concepts to promote web-based products and services. Students will learn how to use search engine analytics and optimization to maximize client exposure over the continuum of digital media venues.

The Digital Marketing degree is based on the principles of critical thinking with an emphasis on socially responsible behavior in the global society. This program of study addresses a growing need for education in a liberal arts setting that incorporates technical, artistic and analytical skills.

With 18 of the required credit hours in the major overlapping Core Curriculum requirements, the major is achievable within a 4-year program of study, and still allows for a secondary or third area of study as double-major(s) or minor(s). Suggested minors include: Business Administration, Communications, Graphic Design, and Speech.

Digital Marketing Program Learning Outcomes
Students graduating with a degree in Digital Marketing will demonstrate mastery in the following Program Learning Outcomes:

1. *Combine creative and analytical skills for employment in an Internet-based marketplace*
2. *Possess and practice ethically-responsible principles as custodians of sensitive information and intellectual property*
3. *Identify and use effective market 'segmentation' and 'channels' to meet organizational goals*
4. *Use metadata to make inferences concerning market performance and make marketing decisions using real-time applications*
5. *Evaluate and assess the effectiveness of alternative marketing models to optimize organizational objectives*
6. *Apply the principles of business law to digital marketing*
7. *Identify cyber threats and mitigate security breaches*
8. *Demonstrate critical thinking and strategic communication skills as they pertain to public relations and marketing*

Core Curriculum
The following Digital Marketing courses meet 2014 Core Curriculum requirements:

DGM 490 *Digital Marketing Senior Capstone* satisfies 2014 Core Curriculum requirements in **Professional Knowledge/Experience**
DGM 495 *Professional Internship* satisfies 2014 Core Curriculum requirements in **Engagement**

Digital Marketing Major (B.S. Degree) Requirements (57-60 hours)

- 3 hours: Accounting ACC 210
- 9 hours: Business Administration BUA 210, 220, 260
- 9 hours: Communications COM 121, 231, 241
- 9 hours: Digital Marketing DGM 101, 490, 495
- 9 hours: Graphic Design GPD 161, 261, 320
- 6 hours: Economics 210, 220
- 3-6 hours: Management Information Systems 210, 320 *(students may test out of MIS 210*)
- 3 hours: Social Media SOM 101
- 3 hours: SSC 230 **or** MAT 200

Technology Requirements for the Digital Marketing Major

To meet Program Learning Outcomes for the 2019-20 academic year and to provide access to technology, it is highly recommended that Digital Marketing students own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements. Digital Marketing students need program functions unavailable through Windows 365. Digital Marketing students learn to use software such as Photoshop, Illustrator, and InDesign on Apple platform; therefore, an Apple computer is preferred.

All Digital Marketing majors are expected to use current industry-standard computer technology. Students are required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information, and to communicate with academic advisors. Computers will also be used to complete assignments, do research, and create presentations.

All Digital Marketing majors are required to have 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 either operating system*). Video captured on tablet and mobile devices (*iPads, smartphones, etc*.) will not meet the professional-level expectations of assignments given in the Digital Marketing program.

In addition, all Digital Marketing majors are required to have a digital video camera with tripod and a digital audio recorder. Please consult the Communications program's webpage at: 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 requirements.

Course Descriptions

DGM 101. *Introduction to Digital Marketing*. (3)
Through principles of Digital Marketing you will gain an understanding of Web Analytics, Search Engine Optimization (SEO), Email Marketing, AdWords and paid searches, Content Marketing, Mobile Marketing, Social Media Marketing, and Storytelling. This will enable you to make informed decisions, strategize your online marketing efforts and gain a deeper understanding of the possibilities for digital technologies to transform your marketing execution. *Offered fall semester.*

DGM 490. *Digital Marketing Senior Capstone*. (3)
Prerequisites: DGM 101, ACC 210, BUA 220, GPD 320, ECO 220, SOM 101 This course is designed to provide students with a significant digital marketing experience, integration of knowledge from several courses and with it, a means to practice project management, writing, and presentation skills. Students will design, develop and implement a digital marketing project based on one or more of the interdisciplinary fields in the major. Presentations will be evaluated by a guest panel. Student must have a laptop.
Computer technology is required in this course.
DGM 490 *Digital Marketing Senior Capstone* satisfies 2014 Core Curriculum requirements in **Professional Knowledge/Experience.** *Offered spring semester.*

DGM 495. *Professional Internship.* (3)
Prerequisites: Junior or Senior class standing and approval from DGM Program Coordinator
The internship is an on-campus or off-campus educational experience for Digital Marketing students. It provides an opportunity for practical application of knowledge, skills and abilities acquired in Digital Marketing coursework. 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 Internship rules and regulations on page 62. Computer technology is required in this course.
DGM 495 *Professional Internship* satisfies 2014 Core Curriculum requirements in **Engagement.**
Offered as needed at program discretion.

Economics (ECO)

Department of Business Administration
Sarah K. Bryant, Ph.D., Department Chair

Business Administration Faculty:
Assistant Professor: 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 page 91 for Business Administration major and minor requirements.

Technology Requirements for Economics:
To meet program objectives for the upcoming academic year 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.
All students taking economics courses are expected to use the same computer technology required in the workplace. Students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicated with academic advisors. Also, computers will be used to complete assignments, do research and create presentations.

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.
Computer Technology is required in this course.
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.
Computer Technology is required in this course. 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.
Computer Technology is required in this course. 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, natural rate theory and rational expectations will also be covered, along with growth theories.
Computer Technology is required in this course. 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. Students will evaluate arguments for and against policy intervention.
Computer Technology is required in this course. 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.
Computer Technology is required in this course. Offered at departmental discretion.

English (ENG)

Department of Humanities
David Rachels, Ph.D., Department Chair

English Faculty:
Professors: Warren S. Moore, III, Ph.D.; David Rachels, Ph.D.
Associate Professors: Amanda Hodges, Ph.D.; Jennifer Martinsen, Ph.D.
Assistant Professor: Jonathan McGregor, 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 in addition to ENG 113)

- 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
- Three ENG electives
- Six hours of French, German, or Spanish
- Six hours from HIS 111, HIS 112, HIS 120, HIS 211, HIS 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	**2016-17 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 221). 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 458, 490
- Three English electives
- SPA 101 and 102
- HIS 111or 112, HIS 120, and HIS 211 or 212
- Six hours from THE 110, MUS 150, or ART 211 or 212
- PHE 210

Minimum GPA of 3.0 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	**2016-17 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 460	ENG 490

Requirements for Teacher Education Concentration (42 credit hours) for English Certification:

EDU 224 (3 credit hours), 228 (3), 230 (3), 232 (3), 300 (3), 342 (3), EDU 350 (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, EDU 228, and 230 during their freshman year. EDU 300 should be taken during the sophomore year. These classes are prerequisites for all other education courses. EDU 228 should also be taken sometime within the first two years. All candidates must pass, or exempt, Praxis Core 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 232, 342, 350, 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. A 3.0 GPA is required to student teach with a minimum grade of C in all education courses and courses in major.

All candidates, regardless of major, complete a minimum of 100 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 requirement of English 113) 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	**Post-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 113): 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: chosen from ENG 343, 344, 345, 346, 347, 348, 353, 354, 355, 356, 357, 380

Fees: A $100 fee for assessment is required for ENG 113. A $125 fee is charged in ENG 335.

2014 Core Curriculum: Courses that fulfill 2014 Core Curriculum are identified following English course descriptions.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the upcoming academic year 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 113. First-Year Composition. (3)
An introduction to college-level written discourse, applicable across disciplines. This course focuses on source-based writing using readings from a variety of genres. A grade of "C" or higher is required before the student can take Writing Intensive (WI) classes or any English courses at the 200 level or above.
Required of ALL students unless exempted by examination. Minimum grade of "C" required.
Satisfies 2014 Core Curriculum in Personal and Community Formation (ENG).
Offered every semester.A $100 assessment fee is charged for this course.

ENG 114. Freshman Composition Lab. (2)
This course, to be taken concurrently with ENG 113, is designed for students who need additional instruction and support in order to succeed as college writers. Coursework includes a concentrated view of grammar, language mechanics, and paragraph writing within the context of the essays assigned in ENG 113. Placement of students into ENG 114 is determined by Department of English assessment procedures. This course is graded on a pass/fail basis.
Must be taken concurrently with ENG 113.
Does NOT satisfy any Core Curriculum requirement. Offered fall semester.

ENG 211. Introduction to Creative Writing. (3) (previously ENG 242)
Prerequisite: Minimum grade of "C" in 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 any Core Curriculum requirement. Offered fall or spring semester of each academic year based on departmental needs.*

ENG 220. Introduction to British Literature. (3) (replaces ENG 221-222)
Prerequisite: Minimum grade of "C" in ENG 113.
An introduction to the history of British literature. The course may be organized either thematically or chronologically.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirement for Global Learning 2 (GL 2). Offered every year.

ENG 230. Introduction to American Literature. (3) (replaces ENG 231-232)
Prerequisite: Minimum grade of "C" in ENG 113.
An introduction to the history of American literature. The course may be organized either thematically or chronologically.
Satisfies 2014 Core Curriculum requirement for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirement for Global Learning 2 (GL 2). Offered every fall semester.

ENG 233. African-American Literature. (3) (replaces ENG 350)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of literature written by African Americans. The course may be organized either thematically or chronologically.
Satisfies 2014 Core Curriculum requirement for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Interdisciplinary (IDS).
Offered in the spring semester of odd-numbered years.

ENG 234. Southern Literature. (3) (replaces ENG 351)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of literature from the American South. The course may be organized either thematically or chronologically.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Interdisciplinary (IDS).
Offered in the spring semester of even-numbered years.

ENG 250. Introduction to World Literature. (3) (replaces ENG 251-252)
Prerequisite: Minimum grade of "C" in 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. Students will read a wide range of genres, including epics, plays, poems, novels, graphic novels, and films. *Something about a variety of non-print media.* All literature will be read in English or English translations.
Satisfies 2014 Core Curriculum requirements for Global Learning 1 (GL 1).
Satisfies 2014 Core Curriculum requirement for Humanities and Fine Arts (HFA). Offered every spring semester.

ENG 255. Reading the World. (3)
Prerequisite: Minimum grade of "C" in 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 2014 Core Curriculum requirements for Global Learning 1 (GL 1).*
Satisfies 2014 Core Curriculum requirement for Humanities and Fine Arts (HFA). Offered at departmental discretion.

ENG 260. Women's Literature. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of literature written by women. The course may be organized either thematically or chronologically.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Interdisciplinary (IDS). Offered every year.

ENG 270. Literature and Culture. (3)
Prerequisite: Minimum grade of "C" in 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 2014 Core Curriculum requirements for Interdisciplinary (IDS).
Satisfies 2014 Core Curriculum requirement for Humanities and Fine Arts (HFA). Offered every fall semester.

ENG 280. Introduction to Film. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
An introduction to the study of movies. The course may be organized either thematically or chronologically.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA). Offered at departmental discretion.

ENG 302/303. Fiction Writing I, II. (3, 3) (replaces CRW 302/303)
Prerequisites: Minimum grade of "C" in ENG 113, ENG 211.
Workshops in fiction writing for intermediate and advanced students. *Courses taught concurrently.*
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. (3, 3) (replaces CRW 312/313)
Prerequisites: Minimum grade of "C" in ENG 113, ENG 211.
Workshops in poetry writing for intermediate and advanced students. *Courses taught concurrently.*
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: Minimum grade of "C" in ENG 113.
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. Readings will come from authors with a variety of racial, gender, and ethnic backgrounds. *Required for teacher certification in English.*
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).
Offered on the basis of need as determined by the Humanities and Education department chairs.

ENG 335. Methods of Teaching English. (3)
Prerequisites: Minimum grade of "C" in ENG 113, EDU 224, also 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 any Core Curriculum requirement.
A $125 Teacher Education Program fee is charged.
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: Minimum grade of "C" in ENG 113.
The study of British literature from its beginnings through the medieval period.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA). Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI). 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: Minimum grade of "C" in ENG 113.
The study of British literature during the Renaissance with particular emphasis on the works of William Shakespeare. Texts will include traditional print media as well as staged and cinematic adaptations of works from the period.
Required for English majors, Theatre/Speech majors, and teacher certification in English.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI). Offered every spring.

ENG 345: British Period: 17th- and 18th-Century British Literature. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of British literature from 1603-1789, including the Restoration period.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).
Offered in a five-semester rotation with ENG 343, 346, 347, and 348.

ENG 346: British Period: 19th-Century British Literature. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of British literature during "the long 19th century" of 1789-1914, including the Romantic and Victorian periods.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).
Offered in a five-semester rotation with ENG 343, 345, 347, and 348.

ENG 347: British Period: British Modernism. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of British literature from the start of World War I to the end of World War II.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).
Offered in a five-semester rotation with ENG 343, 345, 346, and 348.

ENG 348: British Period: The Age of the Commonwealth. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of British literature after 1945.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for a Writing Intensive (WI) course.
Offered in a five-semester rotation with ENG 343, 345, 346, and 347.

ENG 353. American Period: Early American Literature. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of American literature from its beginnings to the start of the Civil War, including the American Renaissance.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).
Offered in a five-semester rotation with ENG 354, 355, 356, and 357.

ENG 354. American Period: American Realism and Naturalism. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of American literature from the start of the Civil War to the start of World War I.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).
Offered in a five-semester rotation with ENG 353, 355, 356, and 357.

ENG 355. American Period: American Modernism. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of American literature from the start of World War I to the end of World War II.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for a Writing Intensive (WI) course.
Offered in a five-semester rotation with ENG 353, 354, 356, and 357.

ENG 356. American Period: Later 20th-Century American Literature. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of American literature from the end of World War II to the end of the 20th century.
Satisfies 2014 Core Curriculum requirements for Humanities (HFA).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).
Offered in a five-semester rotation with ENG 353, 354, 355, and 357.

ENG 357. American Period: Contemporary American Literature. (3)
Prerequisite: Minimum grade of "C" in ENG 113.
The study of American literature from the 21st century.
Satisfies 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI). Offered in a five-semester rotation with ENG 353, 354, 355, and 356.

ENG 380. Major Authors. (3)
Prerequisite: Minimum grade of "C" in 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 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for a Writing Intensive (WI) course. Offered every spring.

ENG 390. Special Topics. (3)
Prerequisite: Minimum grade of "C" in 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 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Interdisciplinary (IDS).
Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).
This course has been approved for Summerland Honors. Offered every fall.

ENG 458. The History, Structure, and Art of the English Language. (3)
Prerequisite: *Minimum grade of "C" in ENG 113.*
A study of the historical and cultural developments of the English language focusing on the changes within syntax, grammatical structures, stages and dialects of English throughout the world from the Anglo-Saxon period to the present. Emphasis is placed on the artistic, grammatical, syntactic, social implications of the formation and history of English. As well, the course highlights the diversity and fluidity of English historically and globally..
Required for teacher certification in English.
Does NOT satisfy 2014 Core Curriculum requirements for Humanities and Fine Arts (HFA).
Satisfies 2014 Core Curriculum requirements for Interdisciplinary (IDS). course. Offered as needed.

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 fall.

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 Independent Study rules and regulations on page 62.*

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 Internship rules and regulations on page 63.

ENG 497. Editorial Internship. (3)
Prerequisite: Permission of instructor.
An internship in which students will work on all aspects of producing Newberry College's academic journal, *Studies in Crime Writing*. Interns will assist the journal's editor in publicizing calls for papers; processing submissions; locating referees for submissions; communicating with authors, referees, and the journal's editorial board; editing accepted papers for publication; and publishing the journal using its online publishing platform. Open only to English majors.

ENG 499. Senior Essay. (1-3)
A project requiring scholarly research. *Subject to Senior Essay rules and regulations on page 63.*

Environmental Studies (ENV)

Department of Sciences and Mathematics
Bret Clark, Ph.D., Department Chair

Environmental Studies 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 satisfies Core Curriculum requirements as a Laboratory Science course (LSC).

Technology Requirements
To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students in the Department of Science and Mathematics own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements.

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.
Required for Biology major with Environmental Studies concentration.
Satisfies 2014 Core Curriculum requirements for a laboratory science course (LSC) and a Global Learning (GL1) course. 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. Satisfies 2014 Core Curriculum requirements for a Writing Intensive (WI) and Ethics (ET) course. Offered at departmental discretion.

ENV 481. Environmental Seminar I. (1)
Prerequisite: ENV 220 or permission of professor.
Students will summarize and review content of peer reviewed scholarly journals through written summaries and reflections. Assessment of peer and faculty presentations will be part of the evaluation process. Emphasis of this course will be on written communication skills. One hour per week. *Required of students in the Biology major with Environmental Studies concentration. Offered at departmental discretion.*

ENV 482. Environmental Seminar II. (1)
Prerequisite: ENV 481.
Students will summarize and review content of peer reviewed scholarly journals through oral presentations. Assessment of peer and faculty presentations will be part of the evaluation process. Emphasis of this course will be on oral communication skills. One hour per week. *Required of students in the Biology major with Environmental Studies concentration. Offered at departmental discretion.*

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 Internship restrictions and regulations on page 62. Offered on demand.

Exercise Science and Human Performance

Department of Sport Professions
Rev. Dr. Christina Wendland, Ph.D., Interim Department Chair

Exercise Science and Human Performance Faculty:
Assistant Professor: Rebekah Dixon, M.S.; Aslynn Halvorson, M.S.
Adjunct Instructors: Sarah Lyon, M.S., ATC, ROT, SCAT

The Exercise Science and Human Performance major requires a total of 67-68 hours.

- 22 hours: PHE 210, PHE 220, PHE 230, PHE 221, PHE 255, PHE 424, PHE 430
  (PHE 230 description found in addendum last page of catalog)
- 15 hours: SPM 200, SPM 300, SPM 325, SPM 400, SPM 442, SPM 495
- 12 hours: BIO 101 or 130, BIO 215, BIO 216
- 8 hours: CHE 113, CHE 114
- 4 hours: PHY 101
- 3 hours: MAT 200 or SSC 230
- 3-4 hours from one of the following: PHE 229, PHE 302, SPM 331, PHY 102, HLT 311, PHE 480

BIO 101 or 130 may meet the 2014 Core requirement for Lab Science (LSC).
CHE 113 or CHE 114 may meet the 2014 Core requirement for Lab Science (LSC).
PHY 101 may meet the 2014 Core requirement for Lab Science (LSC).
MAT 200 or SSC 230 may meet the 2014 Core requirement for Quantitative Literacy (QLC).
PHE 229 and SPM 325 may meet 2014 Core requirement for Interdisciplinary (IDS).
(One IDS must come from outside of major to meet 2014 Core requirements)
PHE 210, PHE 255, and SPM 442 may meet the 2014 Core requirement for Writing Intensive (WI). (One WI must come from outside of the major to meet 2014 Core requirements)
PHE 255 and PHE 302 may meet the 2014 Core requirement for Civic Engagement (CE).
HLT 311 may meet the 2014 Core requirement for GL3.
SPM 400 may meet 2014 Core additional graduation requirement: Professional Knowledge Experience.
SPM 495 may meet 2014 Core additional graduation requirement: Experiential Learning.

Fitness for Life (FIT)

Department of Sport Professions
Rev. Dr. Christina Wendland, Ph.D., Interim Department Chair

Fitness for Life Faculty:
Professor: Peggy Barnes-Winder, Ph.D.
Associate Professors: Natasha Dennison Ferguson, Ed.D.; John Lesaine, Ed.D.; Gretchen Haskett, M.A.
Assistant Professor: Rebekah Dixon, M.S.;
Adjunct Instructors: Theresa Berman, B.S.; Sarah Lyon, M.S., ATC, ROT, SCAT; Lindsey Swygert, B.A.; Joanna Tincher, B.A.; Cyrus Wainwright, M.S.

Fees: A $25 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. Students who, for health reasons/special needs or limitations, are unable to participate in the regular health and physical education program may enroll in FIT 114. Proper documentation for accommodations must be on file with the Director of Advising and Disability Services.

Technology Requirements

To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, students enrolled in Fitness for Life courses will be required to have access to 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 or tablets 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.

All students enrolled in Fitness for Life courses are expected to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicate with academic advisors. Also, computers will be used to complete assignments. Students should see courses descriptions for specific course requirements.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
A physical activity lab fee of $25 is charged. Offered at departmental discretion.

FIT 150. Fitness for Life: Special Topics. (2)
This course is designed to cover health related physical fitness components for maintenance of good health, in addition to an overall view of 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 for this course will vary each semester based on departmental opportunities.
Satisfies Core Curriculum in Area: Fitness for Life.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
A physical activity lab fee of $25 is charged. Offered a departmental discretion.

Forensic (FSC)

Department of Sciences and Mathematics
Bret Clark, Ph.D., Department Chair

Forensic Faculty:
Associate Professor: Stephen Lambert, Ph.D.

Concentrations:
Chemistry Major with Forensic Chemistry Concentration
Biology Major with Forensic Biology Concentration
Psychology Major with Forensic Psychology Concentration

Technology Requirements
To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students in the Department of Science and Mathematics own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements.

Fees: A $95 fee is charged for FSC 212. A $150 fee is charged for FSC 342 and FSC 343.

Course Descriptions

FSC 211. Introduction to Forensic Science. (3)
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 chemistry major with forensic chemistry concentration.
Required for biology major with forensic biology concentration.
Required for psychology major with forensic psychology concentration.
Beneficial for Pre-Law students and Criminal Justice minors.
Satisfies 2014 Core Curriculum requirements for an Interdisciplinary Course (IDS). Offered spring semester.

FSC 212. Introduction to Forensic Science Laboratory. (1)
Prerequisites: A grade of "C" or better in SCI 120, CHE 105, CHE 113, BIO 101, BIO 130, or BIO 121.
Prerequisite or 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.
Required for chemistry major with forensic chemistry concentration.
Required for biology major with forensic biology concentration.
Beneficial for psychology major with forensic psychology concentration, Pre-Law students and Criminal Justice minors.
A $95 lab 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.
Required for chemistry major with forensic chemistry concentration.
A $150 lab fee is charged for this course. Offered on demand.

FSC 343. Forensic Biology Laboratory Techniques (4)
Prerequisites: A grade of C or better in FSC 211, FSC 212, BIO 322, and CHE 231.
Recommended: CHE/BIO 301 or BIO 331
A study of the techniques and underlying science of forensic biology. The course will include topics in biological evidence collection and preservation, quality assurance and control, forensic serology and body fluid identification, and forensic DNA analysis. Forensic DNA techniques will include Short Tandem Repeats (STRs), Y-chromosome STRs, mitochondrial DNA, single-nucleotide polymorphisms (SNPs) and population genetics/statistics.
Two lecture hours and six hours of laboratory per week.
Required for biology major with forensic biology concentration.
A $150 lab fee is charged for this course. Offered on demand.

FSC 495. Forensic Science Internship. (2-4)
Prerequisites: A grade of "C" or better in FSC 211, FSC 212, FSC 342 or FSC 343, and 16 hours of chemistry or biology 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 Internship restrictions and regulations on page 63.

French (FRE)

Department of Humanities
David Rachels, PH.D., 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.

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.

Geography (GEO)

Department of Humanities
David Rachels, Ph.D., Department Chair

Geography Faculty:
Assistant Professor: Nicholas Di Liberto, Ph.D.

Technology Requirements for the Department of Humanities
To meet Program Learning Outcomes for the upcoming academic year 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 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 2014 Core Curriculum requirements for Global Learning1 (GL1).Offered every spring.

German (GER)

Department of Humanities
David Rachels, Ph.D., Department Chair

German Faculty:
Assistant Professor: Terry C. Dohm, Ph.D.

Technology Requirements for the Department of Humanities
To meet Program Learning Outcomes for the upcoming academic year 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.

Graphic Design (GPD)

Department of Arts and Communications
Professor Pat Gagliano, M.F.A., Department Chair

Graphic Design Faculty:
Associate Professor Tania Sosiak, M.I.D.
Adjunct Professors: Marjorie Huwa, B.F.A., Larry Cameron, M.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 364, GPD 461, GPD 464, and GPD 495 for a total of 36 hours.

Graphic Design Minor (15 hours)
The Graphic Design minor requires: GPD 161(3), GPD 261(3), GPD 320 or GPD 220 (3), GPD 364 or GPD 461 (3) and GPD 464 (3) for a total of 15 hours.

Fees: A $95 fee is charged for GPD 161, 220, 261, 264, 320, 364, 461, and 464.

Core Curriculum
The following Graphic Design courses meet 2014 Core Curriculum requirements:
GPD 264 *History of Graphic Design* satisfies Core Curriculum requirements in **Global Learning** (GL 1).
GPD 364 *Pattern and Design as a Global Interpretation* satisfies Core Curriculum requirements in **Global Learning** (GL 3).
GPD 464 satisfies 2014 Core Curriculum requirements in **Professional Knowledge/Experience**.
GPD 495 satisfies 2014 Core Curriculum requirements in **Engagement.**

Technology Requirements for the Department of Arts and Communications
To meet Program Learning Outcomes for the 2019-20 academic year and to provide access to technology, Graphic Design students will be required to provide themselves with a laptop computer and Smartphone with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements. Graphic Design students need program functions unavailable through Windows 365. Graphic Design students learn to use software such as Photoshop, Illustrator, and InDesign on Apple platform; therefore, an Apple computer is preferred.

All Graphic Design majors are expected to use current industry-standard computer technology. Students are required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information, and to communicate with academic advisors. Computers will also be used for coursework, research, and presentations.

Digital Marketing
Graphic Design majors and minors may also be interested in the **Bachelor of Science degree** in **Digital Marketing**. This program of study is an interdisciplinary mix of courses in Business Administration, E-Commerce, Communications, Graphic Design, and Social Media to meet the vocational needs of students in a rapidly growing internet community. The Digital Marketing degree includes GPD 161, GPD 261, and GPD 320. For more information on the Digital Marketing degree, see page 116.

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 is charged for this course. Offered fall semester and spring semester, odd-numbered years.

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 is charged for this course. 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 is charged for this course. 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.
A $95 fee will be charged for this class.
GPD 264 satisfies the 2014 Core Curriculum requirements for ***Global Learning*** **(GL 1)**. *Offered spring semester.*

GPD 320. *Web Design*. (3)
Prerequisite: GPD 161.
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 is charged for this course. Offered spring semester.

GPD 364. *Pattern and Design as a Global Interpretation***. (3)**
Prerequisite: GPD 161.
Through research, drawing, and computer software, students in *Pattern and Design as a Global Interpretation* investigate different ethnic patterns from various regions of the world to develop a personal vision and point of view. Students work from examples and the internet. Students use Photoshop, Illustrator, and Sketch to create repeating surface pattern designs with global influences.
A $95 fee will be charged for this class.
GPD 364 satisfies the 2014 Core Curriculum requirements for ***Global Learning*** **(GL 3)**. *Offered fall semester.*

GPD 461. *Advanced Graphic Design*. (3)
Prerequisite: 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 spring semester, even-numbered years.

GPD 464. *Senior Graphic Design Portfolio*. (3)
Prerequisites: GPD 161. (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.
GPD 464 satisfies 2014 Core Curriculum requirements in ***Professional Knowledge/Experience****. 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.
GPD 495 satisfies 2014 Core Curriculum requirements in ***Engagement.***
Subject to Internship rules and regulations on page 63. Offered at program discretion.

Greek (GRE)

Department of Humanities
David Rachels, Ph.D., Department Chair

Associate Professor: Mike Beggs, Ph.D.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the upcoming academic year 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.
Satisfies departmental requirements to complete one year of language study.
Satisfies 2014 Core Curriculum requirement for foreign language (FLS)
Offered as needed.

Health (HLT)

Department of Sport Professions
John Lesaine, Ed.D., Department Chair

Health Faculty:
Professor: Peggy Barnes-Winder, Ph.D.
Associate Professor: Natasha Ferguson Dennison, Ed.D.
Assistant Professor: Gretchen Haskett, M.A.

Technology Requirements

To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements.

All Health students are expected to use the same computer technology required in the workplace. Students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicate with academic advisors. Also, computers will be used to complete assignments, do research and create presentations. Students should see courses descriptions for specific course requirements.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Offered departmental discretion.

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.

Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core graduation requirement: Global Learning 3 (GL3).
Offered departmental discretion.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core graduation requirement: Civic Engagement (CE) tag. Offered departmental discretion.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core requirement: Interdisciplinary (IDS). Offered departmental discretion.

Health Care Management (HCM)

Department of Business Administration
David Fowler, Ph.D., Department Chair

Business Administration Faculty:
Assistant Professor: Leslie Parks, M.B.A.

Health care management is a rapidly growing field with an expanding number of job opportunities. The healthcare industry will experience increased demand for medical services as a result of the aging of the baby-boomers and the Affordable Care Act of 2010.

The evolution of the health care industry will require improving patient outcomes and reducing costs. These changes include: technological integration; new care delivery systems; revised health care laws and regulations; and new insurance payment methodologies.

Home health care agencies and long term care facilities are expected to generate the largest increase in management positions. In addition, demand for medical group practice managers is expected to increase as physician group practices and clinics become larger with more complex service offering.

Health Care Management Major

Health Care Management is a major in the Department of Business Administration and includes fifty-one (51) semester hours of study. Management principles with specific application to health care administration are covered. This program is designed for the student seeking a career in health care administration without direct patient care. Requirements for the major include:

18 hours: HCM 201, 220, 230, 320, 401, 420
6 hours: ACC 210, 220
6 hours: MIS 210, 310
6 hours: ECO 210, 220
12 hours: BUA 210, 220, 311, 361
3 hours: MAT 200

Health Care Management Minor

The Health Care Management minor in the Department of Business Administration includes twenty-one (21) semester hours of study. This interdisciplinary program is available to students of all majors although some additional prerequisites may be required. Management principles with specific application to health care administration are covered. This program is designed for the student seeking a career in health care administration without direct patient care. Courses necessary to fulfill requirements for the minor include: HCM 201, 220, 320, 401, 420, BUA 210, 220.

Technology Requirements for Health Care Management (HCM):

To meet program objectives for the upcoming academic year and to provide access to technology, HCM students will have access to 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.

All students taking Health Care Management courses are expected to use the same computer technology required in the workplace. Students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicated with academic advisors. Also, computers will be used to complete assignments, do research and create presentations.

Course Descriptions

HCM 201. American Health Care System (3)
An introduction and overview of the delivery of health care in the U.S. The course will focus on the demographic, economic, political, and governmental forces that impact the delivery of health care. This study includes an introduction to current issues and trends.
Computer technology is required in this course.
This course satisfies the Global Learning 3 (GL3) criteria for the 2014 Core Curriculum. Offered fall semester.

HCM 220. Principles of Health Care Management (3)
This course is an introduction to the principles of management and their application to the health care industry. This course is a study of the U.S. health care continuum with emphasis on health care practices and terminology.
Computer technology is required in this course. Offered spring semester.

HCM 230. Introduction to Community Health (3)
This course provides an introduction to the study of health care socio-demographic characteristics of geographic areas. An overview of community, state, national, and international health care organizations will be analyzed. Topics will include; health care access, age specific health care issues, communication of health care information, biostatistics, epidemiology, and health care economics.
Computer technology is required in this course. Offered fall Semester.

HCM 320. Financial Management of Health Care Organizations (3)
Prerequisite: HCM 201, ACC 210
A study of the key factors affecting the financial management of health care organizations. Course coverage includes: health care financial statements, health care accounting, financing of health care organizations, health care cost accounting, budget preparation and analysis in health care, and provider payment systems. Quantitative and qualitative issues of health care financial management will be analyzed. *Computer technology is required in this course.*
Offered fall semester.

HCM 401. Health Care Administration (3)
Prerequisite: HCM 201, HCM 220
A study of the management of health care organizations with emphasis on managerial strategies, policies, and procedures. This course provides an understanding of health care organizational behavior, structure, governance, planning and social responsibility. It includes a detailed examination of the organization of the U.S. health care delivery system. *Computer technology is required in this course.*
This course satisfies the Global Learning 3 (GL3) criteria for the 2014 Core Curriculum.
Offered spring semester, alternating with HCM 420.

HCM 420. Long Term Care Administration (3)
Prerequisite: HCM 220, HCM 401
This course is an examination of the management of a skilled nursing facility and assisted living facility. Students will study the day-to-day operational policies and procedures of long term care facilities. Content includes; allied health services, social services, rehabilitation services, nutritional programs, and safety concerns. Students will review legal, regulatory, and ethical concepts that impact long term care facilities.
Computer technology is required in this course. Offered spring semester, alternating with HCM 401.

HCM 495. Internship in Health Care Management (Elective) (1-3)
Prerequisite: Permission of instructor and department chair.
Students work part time or full time in a health care organization applying concepts that they have learned in the classroom. Students become familiar with how the basic managerial functions are applied in a health care setting. Limited to HCM majors and minors in the department, subject to regulations and restrictions listed in the college catalog. Students are responsible for the cost of criminal background check and TB skin test.
Offered every semester. Subject to Internship rules and regulations on page 63.

Health Science (HSC)

Department of Sciences and Mathematics
Bret Clark, Ph.D., Department Chair

A degree in Health Science will prove to provide students a uniquely versatile degree that would enable students to prepare themselves for a variety of career possibilities. This degree not only benefits students interested in furthering their studies in an Allied Health field, but also provides background courses that prepare students for certification exams in a variety of different fields.

Some of the courses required for health science majors may have prerequisites that will require additional course work; some may fulfill Core requirements. In addition, independent study and directed laboratory research are available in connection with some courses, and lectures and seminars are sponsored by the department to complement the curricular programs.

Due to the interdisciplinary nature of this degree, the Health Science Electives counting towards this major (listed below) cannot be counted towards an additional science major or minor.

Health Science (B.S. degree) Requirements (60-65 hours)
A major in health science requires a total of 60-62 hours of coursework as follows:

- 9-10 hours of required coursework related to Public Health and Wellness: BIO 212, HCM 230, HLT 311, PHE 210, PHE 220
- 8 hours of Introductory Science: BIO 101, BIO 121 or BIO 130 AND CHE 105, CHE 113, PHY 101, or PHY 213
- 8 hours of Human Body Science: BIO 215 and BIO 216
- 6-7 hours of Math: MAT 200 and MAT 111 or higher
- 2-5 hours of Experiential Learning: BIO/CHE 391, BIO/CHE 491, BIO/CHE 495, NUR 330, or department approved course
- 2 hours of Capstone: BIO/CHE 481, BIO/CHE 482, NUR 401, or department approved course
- 25 hours of Health Science Electives: Choose from BIO/CHE 301, BIO/CHE 302, BIO 312, BIO 314, BIO 320, BIO 322, BIO 331, BIO 342, BIO/CHE 401, CHE 230, CHE 231, CHE 232, CHE 240, CHE 241, CHE 242, CHE 321, CHE 322, CHE 330, ENV 220, HIS 365, HLT 201, HLT 312, HLT 314, NUR 301, NUR 303, NUR 311, NUR 313, NUR 320, NUR 322, NUR 330, NUR 332, NUR 411, NUR 413, NUR 415, NUR 430, NUR 432, NUR 434, PHE 229, PHE 255, PHE 302, PHE 424, PHE 430, PSY/SOC 236, or PSY 370.

History (HIS)

Department of Humanities
David Rachels, Ph.D., Chair

History Faculty:
Professor: Jesse L. Scott, Ph.D.
Associate Professors: Timothy Elston, Ph.D., Dean of the College
Assistant Professors: Susan Epting, Ph.D., J. Tracy Power, Ph.D.

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.

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. GEO 135 may also count toward the 36-42 hours required for a History 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 46 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 300 should be taken during the sophomore year. These classes are prerequisites for all other education courses. EDU 228 should be taken sometime during the first two years as well. All candidates must pass, or exempt, Praxis Core 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 232, EDU 342, EDU 350, EDU 382, EDU 455, EDU 480, EDU 483, and PHE 210. 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. In order to be eligible to student teach, graduate, and become certified, a candidate must have a 3.0 and earn a minimum grade of C in each education course and each course in major field of study.

All candidates, regardless of major, complete a minimum of 100 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, 230, 232, 240, 250, 260, 320, 321, 322, 323, 324, 360, 365, and 375.

Credit must be earned for at least two of the following courses in History: HIS 120, 300, 310, 330, 332, 340, 350, 355, 370, 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

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.

Fees: A $125 fee is charged in HIS 305.

Technology Requirements for the Department of Humanities

To meet Program Learning Outcomes for the upcoming academic year 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. The Human Story from Prehistory to 1500 CE (3)
HIS 112. The Human Story: Quest for Meaning in History (1500 to Present Day). (3)
A two-semester study of the civilizations of the world divided at approximately 1500 CE.
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) and Civic Engagement (CE).
Offered every semester.

HIS 121, 122. The United States. (3, 3)
A two-semester survey of the political, social, economic, and diplomatic history of the United States from its colonial origins to Reconstruction and from Reconstruction to the end of the twentieth century.
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) and Interdisciplinary (IDS).
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 society, culture, and parliamentary government through the Glorious Revolution. The second semester begins with the Hanoverians and emphasizes Great Britain's rise as a world power. Imperialism and industrialization in the nineteenth and twentieth centuries receive particular attention.
HIS 212 satisfies 2014 Core Curriculum as Civic Engagement (CE) and Global Learning 2 (GL2).
Recommended for English majors. Offered at departmental discretion.

HIS 220. Russian Tsars and Soviet Commissars: Russia, Then and Now. (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.
Satisfies 2014 Core Curriculum as Global Learning 2 (GL2). Offered at departmental discretion.

HIS 230. Confronting the Many Faces of Genocide. (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 Ethics (ET) and Interdisciplinary (IDS). 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 eighteenth-century institutions may provide models for moral discussion today.
Satisfies 2014 Core Curriculum as Ethics (ET). Offered fall semesters in odd years.

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(GL1) or Global Learning 2 (GL2).
Offered at departmental discretion.

HIS 250. Latin American History. (3)
An environmental, social, and cultural history of Latin America from pre-contact to the present.
Satisfies 2014 Core Curriculum as Global Learning 3 (GL3). 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.
Satisfies 2014 Core Curriculum as Global Learning 2 (GL2). 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 HIS 290.
Satisfies 2014 Core Curriculum as Writing Intensive (WI). Offered fall semesters.

HIS 300. Visions of Vietnam: Making Sense of the Vietnam War. (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 Global Learning 2 (GL2). Offered at departmental discretion.

HIS 305. Methods of Teaching Social Studies. (3)
Students study educational theories and methods used in teaching Social Studies at the secondary level and construct unit and lesson plans based upon the theories and methods studied.
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.
A $125 Teacher Education Program fee is charged.
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 political, social, cultural, and economic history of the Palmetto State from prehistory to the end of the twentieth century.

HIS 320. The Ancient World. (3)
A survey of the ancient world of Egypt, Mesopotamia, Persia, Greece, and Rome.
Satisfies 2014 Core Curriculum as Global Learning 3 (GL3).
Offered fall semesters in odd years.

HIS 321. The Renaissance Imagination in Global Perspective. (3)
The course examines the global causes and results of the Renaissance in Europe from ca. 1300 to 1500 C.E. Interdisciplinary in approach and global in scope, the course investigates how what was long regarded as a phenomenon particular to Europe derived many of its key ideas, technological and economic impetus from other global cultures such as the Muslim world and East Asia.
Satisfies 2014 Core Curriculum as Interdisciplinary (IDS). Offered at departmental discretion.

HIS 322. The Reformation and Early Modern Europe. (3)
A study of Martin Luther and the sixteenth-century Protestant Reformation to discover what role Luther and other crucial reformers like Ulrich Zwingli, John Calvin, the Anabaptists, and even Henry VIII played in shaping their world and ushering in the birth of Early Modern Europe.
History 322 is accepted for credit toward a Religion and Philosophy major. Satisfies 2014 Core Curriculum as Global Learning 1 (GL1) and Ethics (ET). Offered alternate years.

HIS 323. Quest For Freedom and Power: Transforming Subjects into Citizens (1750-1850) (3)
An analysis of European social, political, and economic development from the 1750 to 1850, including the Age of Reason, the French Revolution, Napoleon Bonaparte, and the Industrial Revolution.
Satisfies 2014 Core Curriculum as Global Learning 2 (GL2) and Ethics (ET). Offered alternate years.

HIS 324. Workers, Warriors, World Wars and Aftermath in Europe (1850 to Present Day) (3)
An analysis of the major elements of Europe's fall from world leadership from 1850 to the present, including the unification of Germany under Bismarck, World War I, Adolph Hitler and World War II, and the Cold War.
Satisfies 2014 Core Curriculum as Global Learning 2 (GL2) and Ethics (ET). Offered alternate years.

HIS 332. The American Civil War and Reconstruction. (3)
The conflict between the North and South that led to secession and civil war; the policies and military strategies of the Union and Confederacy at war; the social history of soldiers and civilians; the institution of slavery and its abolition; and the Reconstruction of the Union.
Satisfies 2014 Core Curriculum as Global Learning 2 (GL2) and Writing Intensive (WI).
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.
Satisfies 2014 Core Curriculum as Global Learning 3 (GL3)and Interdisciplinary (IDS).
Offered at departmental discretion.

HIS 340. A History of African-American Civil Rights. (3)
The struggle for African-American civil rights from Reconstruction to the end of the twentieth century, with its major focus on the modern Civil Rights Movement from World War II to the 1970s. *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) and Civic Engagement (CE).
Offered at departmental discretion.

HIS 352. Introduction to Public History. (3)
An introduction to the concept of public history and the professional uses of history outside primary, secondary, and graduate education, in historic preservation, archives and records management, documentary editing projects, historic sites and museums, architectural history, archaeology, and cultural history.
Satisfies the 2014 Core Curriculum as Global Learning 3 (GL 3) and Civic Engagement (CE).
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.
Satisfies 2014 Core Curriculum as Writing Intensive (WI) and Civic Engagement (CE).
Offered at departmental discretion.

HIS 360. Power, Glory, Destruction and Rebirth in Germany (1850 to Present Day) (3)
This course studies the rise to power of nineteenth-century Prussia under Otto von Bismarck and explores the emergence of modern Imperial Germany to confront the twentieth-century catastrophes of World War I and World War II, as well as examining the history of Nazi Germany and the Holocaust in order to better understand Germany during the Cold War to Present Day.
Satisfies 2014 Core Curriculum as Global Learning 2 (GL2) and Ethics (ET). 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.
Satisfies 2014 Core Curriculum as Interdisciplinary (IDS). Offered at departmental discretion.

HIS 370. Demon Drink and Potent Pills: Alcohol and Drugs in American History. (3)
This course explores the history, culture, politics, and social impacts of drugs and alcohol from the colonial era to the present.
Satisfies 2014 Core Curriculum as Interdisciplinary (IDS). Offered at departmental discretion.

HIS 375. Madness in the Modern Age. (3)
This course interrogates how madness and insanity has been understood and defined during the modern era.
Satisfies 2014 Core Curriculum as Interdisciplinary (IDS).
This course has been approved for Summerland Honors. Offered at departmental discretion.

HIS 381. The Antebellum South. (3)
The American South from the colonial period to the Civil War, with special emphasis on the period 1800-1861, focusing on political, social, and economic history, the institution of slavery, and the coming of the Civil War.
Satisfies 2014 Core Curriculum as Global Learning 2 (GL2) and Writing Intensive (WI).
Offered at departmental discretion.

HIS 430. Outcasts, Undesirables and Victims: Nazi Germany and the Holocaust (3)
A study of Nazi Germany (1933-1945) and the Holocaust (1942-1945).
Satisfies 2014 Core Curriculum as Ethics (ET) and Interdisciplinary (IDS). Offered at departmental discretion.

HIS 450. The "Historian's Toolbox": The Craft of History (3)
Prerequisite: HIS 290
In this course, students will experience the craft of history by researching and writing about a topic especially tailored to each student's interest while reading helpful books, participating in student-centered seminar gatherings, and bringing to life history by using the tools of professional historians.
Satisfies 2014 Core Curriculum as Writing Intensive (WI). 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.
Satisfies 2014 Core Curriculum as Global Learning 1 (GL1). 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 Independent Study rules and regulations on page 62.

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 Internship regulations and restrictions on page 63.

HIS 499. Senior Essay. (1-3)
A project requiring scholarly research.
For majors only. Subject to Senior Essay rules and regulations on page 63.

Honors (HON)

Summerland Honors Program
Amanda Hodges, Ph.D., Director

For students entering Newberry College in the 2017-2018 Academic Year and forward. Students seeking information on an earlier version of the Summerland Honors Program should consult the 2016-2017 Academic Catalog.

The Summerland Honors Program engages students with nuanced notions of leadership, community, and scholarship. During year one, students consider the role of the liberal-arts tradition in the 21st century, grapple with inquiry-based learning, hone research skills, and explore the implications of authentic engagement with community. During years two and three, students satisfy the following requirements: **one** HON IDS course, **three** additional HON courses from the following Core categories: Laboratory Sciences (LSC), Social and Behavioral Sciences (SB), Quantitative Literacy (QL), Ethics (ET), Interdisciplinary (IDS), Global Learning (GL), Writing Intensive (WI), and May Term (MAY). The Summerland Honors Program will offer one IDS course each semester; one LSC, one QL, and one ET each academic year. Additional courses will be offered at the discretion of the program.
During the senior year, students will complete the capstone experience, a semester-long independent project by enrolling in either HON 400 or HON 402. Students in HON 400 will conduct scholarly research or design a performance-based piece, and satisfy one WI requirement under the 2014 Core. Students who elect HON 402 will work closely with the larger community on a significant Civic Engagement project and will satisfy one CE requirement under the 2014 Core. Students enrolled in the Honors Program may sign up for up to 21 hours without being charged an overload fee and are eligible for priority housing and course registration.

Transfer Students:
Students transferring in from other institutions or from within Newberry College will be invited to apply with a 3.0 GPA, writing sample, and letter of recommendation. If students enter after the First-Year Experience, they will need to complete: 1 HON IDS, 4 rather than 3 additional HON courses, and the senior project.

Graduation Requirements:
Students who complete the Honors First-Year Experience, 1 HON IDS course, three additional HON courses, and the capstone project with a cumulative 3.0 GPA will be declared graduates of the program and will have their transcripts and diplomas so acknowledged. All graduates (including transfers and students entering with credit for tagged courses) must complete a minimum of 18 hours of designated HON coursework.

Course Descriptions:

HON 101. The Liberal-Arts Tradition. (4)
Prerequisite: Acceptance to 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 the Liberal-Arts Tradition and our understandings of community. 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 civic engagement as part of course requirements. Offered fall semester.
Honors 101 satisfies the College Life requirement, and one Civic Engagement (CE) requirement under the 2014 Core.

HON 102. Inquiry. (3)
Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.
Building from the study of the first semester, students will engage in research and explore areas of interest. Specific themes may vary year to year. *HON 102 satisfies the Inquiry (INQ) requirement under the 2014 Core.*

HON 201. *The Scientific Endeavor and Society.* (4)
Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.
An examination of the scientific approach to understanding the natural world and humanity's place in it. What is the Scientific Method, how did it emerge, and in what way(s) has science produced and been produced by people and communities?
Honors 201satisfies the 2014 Core Curriculum requirement for the Lab Science course (LSC) and one Writing Intensive (WI) requirement.

HON 202. *Technology and Ethics.* (3)
Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.
An examination on technology's role within society. Topics include genetic engineering, Artificial Intelligence, and the ethical, legal, economic, military, and political ramifications of emerging technologies.
Honors 202 satisfies one Interdisciplinary (IDS) and Ethics (ET) requirement of the 2014 Core Curriculum.

HON 301. The Past as Prologue. (3)
Prerequisite: Acceptance into the Summerland Honors Program or instructor approval.
An examination of issues, movements, and questions that have shaped humanity and our understandings of community. The course will focus around broad themes that may vary year to year (e.g. immigration, disease, the social contract).
Honors 301 satisfies the Social and Behavioral Science (SB) requirement, one Interdisciplinary (IDS) requirement, and one Writing Intensive (WI) requirement of the 2014 Core Curriculum.

HON 302. (3) Culture and Society. (3)
Prerequisite: Acceptance into the Summerland Honors Program or instructor approval. An examination between the values, traditions, and institutions that support and define 21st century society. 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? 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.
Honors 302 satisfies one Writing Intensive (WI) and one Civic Engagement (CE) requirement of the 2014 Core Curriculum.

HON 400. Capstone I (3)
Prerequisites: Acceptance to the Summerland Honors Program; prior to registration, students must submit an academic proposal for a student-generated scholarly research project or a performance-based piece. Upon acceptance of said proposal, students must secure a primary faculty member who will, along with the Summerland Honors Director and one additional Honors Faculty member, oversee the student's progress.
This capstone experience allows students to pursue areas of scholarly or artistic interest by engaging in the design, implementation, and craftsmanship of authentic research or performance projects. Students will showcase their projects during an Honors Day event.
HON 400 satisfies one Writing Intensive (WI) requirement under the 2014 Core.

HON 402. Capstone II (3).
Prerequisites: Acceptance to the Summerland Honors Program; prior to registration, students must submit an academic proposal for a student-generated civic engagement project. Upon acceptance of said proposal, students must secure a primary faculty member who will, along with the Summerland Honors Director and one additional Honors Faculty member, oversee the student's progress.
This capstone experience allows students to design and implement a civic engagement project within the larger community. Students will showcase the results of their projects during an Honors Day event.
HON 401 satisfies one Civic Engagement (CE) requirement under the 2014 Core.

*****Summerland Honors students will also complete one HON IDS course and three additional HON approved courses (CE, ET, IDS, MAY, QL, or SB) offered in programs across the College.

Humanities (HUM)

Department of Humanities
David Rachels, Ph.D., 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 upcoming academic year 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 113.
A cross-cultural study of selected works of literature, religion, and philosophy from antiquity to the present.
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 Internship regulations and restrictions on page 63.

Inquiry Courses for Core Curriculum (INQ)

Core Curriculum Committee
Bret Clark, Ph.D., Chair

The 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), 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. 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
David Fowler , Ph.D., Department Chair

Interdisciplinary Faculty:
Gregory Cole, Ph.D., Professor of Spanish
Nick Di Liberto, Ph.D., Assistant Professor of History
Chair, Department of Business Administration, TBA
Laura Roost, Ph.D. Assistant Professor of Political Science
Gerald Seals, M.A., Associate Professor of Business Administration
Paul Smith, M.B.A., Assistant Professor Business Administration

The International Studies program is dedicated to educating students to be at home in the world of the 21st century taking advantage of the college's extensive history with host countries situated in Europe and South America. To this end, students investigate global structures (cultural, economic, environmental, health, legal, and political) that promise, with varying degrees of success, to serve as common bases for worldwide human interaction. Through interdisciplinary instruction, language training, overseas education, and internship opportunities, this program prepares students for occupations in both the public and private sectors. Courses are selected from a variety of disciplines including the arts, sciences, languages, social sciences, humanities, and the professions. Successful completion of a May Term travel abroad course is mandatory for students born or naturalized within the U.S. This program also encourages international 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 6-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 250, MUS 261, REL 220, HIS 112, and HIS 355 or HIS 324 or HIS 351/352 or HIS 250

Global Perspectives : The Natural World (7 credit hours)
GEO 135, ENV 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 or International Study Away

Capstone Paper (3 credit hours)
ISC 492, Senior Paper

Foreign Language (6 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
- Political Science: 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 450, POS 255, POS 355, one regional course (HIS 240, HIS 250, HIS 260, or POS 370), 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 upcoming academic year and to provide access to technology, accounting students will have access to 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.

All International Studies majors and students taking international studies courses are expected to use the same computer technology required in the workplace. Students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicated with academic advisors. Also, computers will be used to complete assignments, do research and create presentations.

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.
Computer technology is required in this course.
Subject to Senior Essay rules and regulations on page 63.

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.
Computer technology is required in this course.
Subject to Internship rules and regulations on page 63.

Management Information Systems (MIS)

Department of Business Administration
David Fowler , Ph.D., Department Chair

Business Administration Faculty:
Adjunct Faculty: Elwood Jones, Ph.D.

The Management Information Systems Minor introduces students to technology to enhance and complement-courses taken in other disciplines such as Business Administration, Accounting, and the Social Sciences. Upon completion of the minor, 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 upcoming academic year and to provide access to technology, MIS students will be required to bring 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 fully functional 2010 or 2013 Microsoft Office Suite, which includes Microsoft Access, Word, PowerPoint, and Excel.

All Management Information students are expected to bring a notebook computer to class. Additionally, students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also

required to register for classes, add/drop classes, review transcripts and academic information and communicated with academic advisors. Also, computers will be required for classroom assignments, projects, research and presentations.

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.
A notebook computer is required for this course. *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.
A notebook computer is required for this course. *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 mobile networks and measuring project effectiveness.
Upon completion, students will develop and demonstrate an e-commerce project.
A notebook computer is required for this course. *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.
A notebook computer is required for this course. *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.
A notebook computer is required for this course. *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.
A notebook computer is required for this course. *Offered on demand.*

Mathematics (MAT)

Department of Sciences and Mathematics
Bret Clark, Ph.D., Department Chair

Mathematics Faculty:
Associate Professors: Abdelnaser Al-Hasan, Ph.D.; Otis Walker, Ph.D.; Renee Stubbs, M. Ed.
Assistant Professor: Brian Hansen, Ph.D.
Instructor: Rebecca Livingston, M. Ed.
Adjunct Instructor: Katie Simmons, M. Ed.
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.

Math courses offer a valuable 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 the following opportunities:

- Mathematics Major
- Mathematics Major with Secondary Education Concentration
- 3/2 Pre-engineering program with Clemson University--please visit https://www.newberry.edu/pre-engineering.
- Mathematics Minor

The coursework for a math major prepares a student for careers in the actuarial field, finance, engineering, government operations, research, statistics, teaching, graduate school and other careers needing a strong mathematical background. The capstone experiences are unique and will engage the student in creative work in mathematics that can lead to independent learning and research.

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 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 (35 hours)

Students seeking a major in Mathematics must take a minimum of **35** hours, which includes:

- **26** hours of Mathematics (MAT): 211, 212, 213, 225, 261, 334, 433, 481, and 482;
- 9 hours from: MAT 335, 338, 342, 351, 371, 434, 443, 444, 445, 451, 455, 490;

Mathematics Major with Secondary Education Concentration (B.S. degree) Requirements (87 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 Educations with a minimum of 87 hours, which includes:

Math coursework (**44** credit hours):

- **38** hours of MAT: 200, 211, 212, 213, **225,** 227, 261, 334, 335, 336, 433, 481, and 482
- Additional 6 hours from: MAT 338, 342, 351, 371, 434, 443, 444, 445, 451, 455, 490

Secondary Education coursework (40 credit hours):
EDU 224, 228, 230, 232, 300, 342, 350, 382, 455, 480, and 483.

It is recommended that majors take PHY 213 or 214.

Students must earn a "C" or better in all coursework.

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, 228 and 230 during their freshman year. 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 Core 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.

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. A GPA of 3.0 and a minimum grade of C in all education courses and major courses of study are required to student teach and to graduate.

All candidates, regardless of major, complete a minimum of 100 hours of field experience in a public school prior to student teaching.

Pre-Engineering with an Applied Mathematics (B.S. degree) Requirements (30 hours)

Students seeking a 3/2 pre-engineering with Clemson must take a minimum of 30 hours, which includes:

- 30 hours of Mathematics (MAT): 211, 212, 213, 225, 227, 261, 334, 433, and 443
  please visit https://www.newberry.edu/pre-engineering

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, 227, 261, 334, 335, 338, 342, 351, 371, 433, 434, 443, 444, 445, 451, and 455.

Core Curriculum

The following mathematics courses do NOT satisfy 2014 Core Curriculum requirements: 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 101, Math Appreciation; 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.

Fees: A $125 Teacher Education fee is charged in MAT 336.

Technology Requirements

To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students in the Department of Science and Mathematics own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements.

Math Course Placement for a first-year student is based on ACT or SAT Math sub scores, high school course work and grades.

Course Descriptions

MAT 101 Math Appreciation (3)
Prerequisite: None
An introductory citizenship mathematics course. Topics to include review of algebra skills, logic, sets, probability, statistics, consumer mathematics, voting theory and other topics selected as time permits. This class meets 5 days per week.
Satisfies 2014 Core Curriculum requirement for a Mathematics (MAT) course. Offered every semester.

MAT 111. College Algebra. (3)
Prerequisite: MAT 101 or placement.
Topics include polynomial, rational, radical, exponential and logarithmic expressions and functions; graphing, systems of equations; inequalities.
Satisfies 2014 Core Curriculum requirement for a Mathematics (MAT) course. Offered every semester.

MAT 121. Mathematics for the Liberal Arts. (3)
Prerequisite: Placement.
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, algebra, elementary probability and statistics, game theory social choice, financial mathematics, number theory, graph theory, and binary operations.
Satisfies 2014 Core Curriculum requirement for a Mathematics (MAT) course. Offered fall semester.

MAT 122. Mathematics for Life. (3)
Prerequisite: MAT 101 or MAT 111 or MAT 121 or higher or placement.
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 2014 Core Curriculum requirement for a Quantitative Literacy (QLC) course.
Offered at departmental discretion.

MAT 150. Precalculus Mathematics. (4)
Prerequisite: A grade of "C" or better in MAT 111 or placement.
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 2014 Core Curriculum requirement for a Mathematics (MAT) course. Offered every semester.

MAT 200. Applied Statistics. (3)
Prerequisite: A grade of "C" or better in MAT 111 or higher, or placement.
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 2014 Core Curriculum requirement for a Mathematics (MAT) course OR a Quantitative Literacy (QLC) course. Offered every semester.

MAT 202 Applied Calculus for Business and Life Sciences. (3)
Prerequisite: A grade of "C" or better in MAT 111 or 150 or placement by the department.
Survey of concepts of differential and integral calculus for Business and Life Sciences majors with emphasis on modeling and applications. Students will apply the concepts of calculus to problems found in these fields, and interpret the results numerically, algebraically and graphically.
MAT 202 may not be used in place of MAT 211 as a prerequisite for other courses, nor may MAT 202 be used as a program requirement in place of MAT 211. MAT 202 cannot replace MAT 150 as a prerequisite for MAT 211.
Satisfies 2014 Core Curriculum requirement for a Mathematics (MAT) course OR a Quantitative Literacy (QLC) course. Offered every spring.

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 2014 Core Curriculum requirement for a Mathematics (MAT) course. Offered every semester.

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 2014 Core Curriculum requirement for a Mathematics (MAT) course. 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.

MAT 221. Basic Concepts of Mathematics. (3)
Prerequisite: A grade of "C" or better in MAT 111 or higher excluding MAT 222, MAT 121, MAT 122 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 NCTM 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 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 higher excluding MAT 222, MAT 121, MAT 122 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 NCTM 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 2014 Core Curriculum requirement. Offered spring 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. *Offered fall semester.*

MAT 227 Discrete Mathematics (3)
Prerequisite: A grade of "C" or better in MAT211
Description: This course is designed to introduce students to the various tools and techniques in discrete mathematics and to prepare students for upper level mathematics. Topics include set theory, Mathematical logic and proof techniques, counting methods, recurrence relations, algorithms and complexity, graph theory and graph algorithms.
Satisfies 2014 Core Curriculum requirement for a Mathematics (MAT) course. Offered spring semester.

MAT 261. Differential Equations. (3)
Prerequisite: A grade of "C" or better in MAT 225. 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 spring semester.*

MAT 334. Linear Algebra. (3)
Prerequisite: A grade of "C" or better in MAT 225.
Matrix algebra, Gauss-Jordan elimination, vector spaces, linear independence, determinants, orthogonality, linear transformations and their matrix representation, eigenvalues and eigenvectors, and applications.
Satisfies 2014 Core Curriculum requirement for a Quantitative Literacy (QLC) course.
Required for state teacher certification in Mathematics. Offered spring semester.

MAT 335. Modern Geometry. (3)
Prerequisite: A grade of "C" or better in MAT 225.
A study of modern geometry including history, current axiom systems, and alternate developments of geometry using coordinates, vectors, and groups.
Required for state teacher certification in Mathematics. Offered fall semester, odd-numbered years.

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.
Recommend enrolling the fall semester before student teaching.
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 National Mathematics Standards from NCTM. Students will develop knowledge of instructional strategies, activities, and materials essential for effective teaching of mathematics in secondary schools. 24 hours of field experience will be required.
A $125 Teacher Education Program fee is charged.
Required for teacher certification in Mathematics. Open only to students in the Teacher Education Program.
Satisfies 2014 Core Curriculum requirement for a Writing Intensive (WI) course.
This course does NOT satisfy the 2014 Core Curriculum requirement. Offered fall semester.

MAT 338. Vector Analysis. (3)
Prerequisite: 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 Introduction to Probability and Statistics (4)
Prerequisite: A grade of "C" or better in *MAT 225. MAT 200 is recommended.*
Description: A calculus based course with topics to include basic probability, discrete and continuous random variables, discrete and continuous probability distributions, mathematical expectations, laws of large numbers, central limit theorem, sampling and estimating theory, tests of hypotheses and significance, curve fitting, regression and correlation, analysis of variance, and nonparametric tests. *Offered at departmental discretion.*

MAT 371. Numerical Analysis. (3)
Prerequisite: A grade of "C" or better in MAT 225.
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.
Satisfies 2014 Core Curriculum requirement for a Writing Intensive (WI) course.
Offered fall semester, odd-numbered years.

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.
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. *Satisfies 2014 Core Curriculum requirement for a Writing Intensive (WI) course. Offered spring semester, even-numbered years.*

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 and MAT 433, 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.
Satisfies 2014 Core Curriculum requirement for ***Professional Knowledge & Experience.***

MAT482. Senior Capstone Experience. (1)
Prerequisite: Senior standing and MAT481, open only to math majors .
Continuation of MAT 481, special emphasis will be on the completion a research project defined in MAT481 and an exit interview. *Satisfies the 2014 Core Curriculum for Intellectual, Social and CE.*

MAT 490. Special Topics in Mathematics. (3)
Prerequisite: Senior level student with a minimum of 3.0 GPA in all MAT courses.
Topics to be selected by the instructor. Students may receive credit for more than one MAT 490 course, but the student 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 Independent Study rules and regulations on page 62.

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 Internship regulations and restrictions on page 63.

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 Senior Essay rules and regulations on page 63.*

Military Science (MSC)

MAJ Cesar Rodriguez, Professor of Military Science
Instructors: MSG Kyle "Skip" McMillan, Senior Military Science Instructor;
CPT Brian Casey, Assistant Professor of Military Science
Campus Liaison and Military Science Academic Advisor: Susan Epting, Ph.D.

Written and oral communications, physical training, first-aid, navigation, leadership and ethics are taught throughout the four-year military science program.

Contracted and scholarship cadets may enroll in up to 21 credit hours in the fall and spring semesters without additional charges per credit hour.

Cadets who need to complete the 104-R should contact Dr. Susan Epting and have her review the document before submission to battalion. She is authorized to sign block 12 of the 104-R as an examiner of credentials.

Military Science Leadership Minor

Required Courses		**Credits**
MSC 301	Training management	4
MSC 302	Applied leadership	4
MSC 401	The Army Officer	4
MSC 402	Company Grade Leadership	4
MSC 411/2	Military Science Athlete	2
*Choose **ONE**: HIS 300, 332, 350		3
*Choose **ONE:** SPE 110 or 202		3
*Choose **ONE:** POS 123, POS 348, BUA 241, BUA 260, NUR 332, or PSY 330		3
**Course substitutions must be approved by the Professor of Military Science.*		**24 Credit Hours**

Course Descriptions

MSC 101. Introduction to the Army and Leadership. (2)
MSC 102. Foundation of Agile and Adaptive Leadership. (2)
(2 hour lecture) *No military obligation incurred open to all students.*
MSC 101 Students will examine what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader and a leader in life.
MSC 102 This course is sequenced through the Military Science department and is an extension of MSC 101 introducing cadets to the Army and the Profession of Arms. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a big picture understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader and a leader in life.
MSC 101 offered fall semester; MSC 102 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 open to all students.*
MSC 201 This course is sequenced through the Military Science department. This course adds depth to the Cadets understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems. The Army Profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during Leadership LABs team building exercises, and Field Training Exercises.
Fulfills 2014 Core FIT requirement.
MSC 202 This course is sequenced through the Military Science department and focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed.
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. Fulfills 2014 Core FIT requirement.

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 250. ROTC Leadership Basic Camp. (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.*

MSC 301. Training Management and the Warfighing Functions. (4)
MSC 302. Applied Leadership in Small Unit Operations. (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 This course is sequenced through the Military Science department. This course is an academically challenging course through which cadets will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, cadets will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). Cadets will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leader skills that can further develop them into a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. Cadets will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their instructor, other ROTC cadre, and MSL IV Cadets who will evaluate them using the Cadet Officer Evaluation System (COER). Successful completion of this course will help prepare cadets for the SROTC Advanced Camp, which they will attend in the summer at Fort Knox, KY.
MSC 302 This course is sequenced through the Military Science department. This course is an extension of MSC 301. This course is an academically challenging course through which cadets will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, cadets will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Field Training Exercise (FTX). Cadets will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leader skills that can further develop them into a successful officer. This course

includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. Cadets will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their instructor, other ROTC cadre, and MSL IV Cadets who will evaluate them using the Cadet Officer Evaluation System (COER). Successful completion of this course will help prepare cadets for the SROTC Advanced Camp, which they will attend in the summer at Fort Knox, KY.
MSC 301 offered fall semester; MSC 302 offered spring semester. Lab meets at Presbyterian College.

MSC 350 ROTC Leadership Advanced Camp (up to 8)
Prerequisite: Approval of the Professor of Military Science
Four week, summer internship, at Fort Knox, KY. This is culmination of the previous six semesters of ROTC offered on Campus.

The MSL IV course produces a Cadet who thrives in operationally ambiguous environments; who is a moral exemplar and technically proficient platoon leader; who is a skilled critical thinker, problem-solver and team player; a skilled oral and written communicator who is committed to the Army ethic and profession; who has advanced interpersonal skill and training management knowledge; who is culturally astute and displays characteristics of a lifelong learner.

MSC 401. The Army Officer. (4)
MSC 402. Company Grade Leadership. (4)
(3 hrs. lecture, 3 hrs. lab weekly) *Prerequisites: MSC 301, 302.*
MSC 401 This course is sequenced through the Military Science department. Cadets learn 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 This course is sequenced through the Military Science department. This is an academically challenging course through which cadets will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and final exam. Cadets will be assessed on the execution of a missions during a classroom PE, Leadership Lab, or during a Field Training Exercise (FTX). Cadets will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their cadre, PMS and other MSL IV Cadets who will evaluate them using the Cadet Officer Evaluation Report (COER). Cadets will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leader skills. At the conclusion of this course, cadets will be able to plan, coordinate, navigate, motivate and lead a platoon in future operational environments. Successful completion of this course will assist in preparing cadets for their BOLC B course and is a mandatory requirement for commissioning.
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.

MILITARY SCIENCE ATHLETE
MSC 111/2 (open enrollment to all students, mandatory for contracted/ scholarship cadets) (1)
MSC 211/2 (open enrollment to all students, mandatory for contracted/ scholarship cadets) (1)
MSC 311/2 (mandatory for contracted/ scholarship cadets) (1)
MSC 411/2 (mandatory for contracted/ scholarship cadets) (1)

This program of instruction is designed to bring any student that wants to challenge themselves physically and mentally over the course of 16 weeks. Students can start with no conditioning to being an athlete it is progression based designed to improve themselves to reach that next level of athleticism. Students will be evaluated on their progress and

improvement throughout the semester. Starting with the Army Physical Fitness Test (APFT), the student will establish a baseline for doing the APFT at the end of semester and see their improvement. Students will do conditioning road marches, a "Ruck," every other week. Students will play team sports, some of which will be against campus teams for team building and friendly competition. Over the 16 weeks students will see drastic improvements in their physical conditioning, physique and mental stamina. Register as per the current academic assignment year.

MILITARY SCIENCE LAB
MSC 101/2L (open enrollment to all students, mandatory for contracted/ scholarship cadets) co-requirement MSC 101/2
MSC 201/2L (open enrollment to all students, mandatory for contracted/ scholarship cadets) co-requirement MSC 201/2
MSC 301/2L (Approved by campus Military Science Professor) co-requirement MSC 301/2
MSC 401/2L (Approved by campus Military Science Professor) co-requirement MSC 401/2

These Labs reflect tactical tasks at the individual, squad, and platoon level brought all together into field training environment. The course is designed to be taught from a novice level to a level that meets the standard for Cadet Summer training. Cadets will have exposure to drill and ceremony, marksmanship, first aid, obstacle course, and water survival training. Expect to be challenged in the use of tactics and techniques while using paintball or airsoft equipment. The labs are delivered in a sequence to support cadet preparation of Cadet Basic and Advanced Camp taught during the summer at Fort Knox, KY as a paid internship. Cadets can expect to spend some Thursday labs at the Whitten Center, a training area of over 150 acres with a Military Land Navigation course built by a Special Forces Green Beret. There are two overnight exercises in which cadets will demonstrate their knowledge of field craft and the application of the tactics and techniques they have been taught. *Labs meet once a week at Presbyterian College or the Whitten Center*

Music (MUS) (MUA) (MUE)

Department of Music
Chris Sheppard, D.M.A., Department Chair

Music Faculty:
Professors: Barry McGinnis, D.M.A.
Associate Professors: Jerry Gatch, D.M.A.; Chris Sheppard, D.M.A.
Assistant Professors: Patrick Casey, Ph.D.; Sarah Masterson, D.M.A.,
Staff: Wanda Neese, M.M.; David Santiago, M.M.E.
Adjunct Faculty: Madeline Beitel, M.M.; Austin Gaboriau, M.M.; Reed Hanna, D.M.A.; Cory High, M.M.; Ying Liao, M.A; Tony Roebuck, D.M.A.; Andrew Sheffield, M.M.; Matthew Smith, B.M.; Lauren Watkins Vaughn, D.M.A.
Accompanist and College Organist: Elisabeth Ramirez
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:
   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)

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 ..... 45-58 hours + Mayterm Course**
   Candidates for the Bachelor of Arts in Music degree are required to complete the Core Curriculum. In addition to completing these requirements, the Liberal Arts candidates choose general electives to equal a total of at least 120 hours.

2. **Music Courses ..... 52-54 hours**

   a. Bachelor of Arts in Music (General)

   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— 1 credits; MUA 102 – 1 credit. Keyboard majors

exempt MUA 101 and MUA 102.
Music Literature: (MUS 151) 3
Music Theory: (MUS 17l, 172, 173, 174, 271, 272, 273, 274) 16
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 1
Large Ensembles (8 semesters) 8
Total **52- 54 hours**

b. 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 – 1 credit; MUA 102 –1 credit; MUA 201 – 1 credit; and MUA 202 – 1 credit). 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 151) ……..3
Music Theory: (MUS 171, 172, 173, 174, 271, 273, 274) 16
Music History: (MUS 341, 342) 6
Basic Conducting: (MUS 290) ……. 2
Form and Analysis: (MUS 367) 2
Composition: (MUS 366) 1
20th Century Theory: (MUS 368) ……...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 1
Large Ensembles (8 semesters)..... 8
Total **59-61 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 ..... 45-58 hours + Mayterm Course
Candidates for the Bachelor of Music degree are required to complete the Core Curriculum.

2. Music Courses ..... 89-93 hours
Applied Music – Major: Piano, Organ, Guitar, Bass, or Band/Orchestra Instrument…24 hours
Major: Voice ……. ……. 24 hours
Applied Secondary Instrument 5
(all credits must be earned on the same instrument)
Piano (MUA 101 –1 credit; MUA 102 – 1 credit; MUA 201 –– 1 credit; MUA 202 – 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, 272, 273, 274)..... 16
Music History: (MUS 341, 342) 6
World Music (MUS 261) 3
Conducting: (MUS 290, 390) 4
Form and Analysis: (MUS 367) 2
Composition: (MUS 366) 1
20th Century Theory: (MUS 368) …….……... 2
Applied Instrument Literature (MUS 350, 351, 352, 353, 354, or 355)..... 2
Beg./Inter. Foreign Lang. Diction for Singers (MUS 265) *voice majors* 2
Adv. Foreign Lang. Diction for Singers (MUS 365) *voice majors*.....…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 .....……..4

- Opera Workshop (MUS 241) *(Voice majors only*)
- Chamber Music (MUE 105, 106, 107, 108, 109, 110, 112)

MUE 105 can only count as two of the four credits required.

Large Ensembles (8 semesters) 8
Total **89-93 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. All courses in Education and Major must earn a C or better to be used for graduation and certification requirements.

Music Education Examinations and Fees

All teacher candidates are required by the State of South Carolina State Department of Education to pass Praxis Core 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 22 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 $1375 in ETS testing fees, state registration fees, and general program fees. The Department of Music in conjunction with the Department of Teacher Education instituted 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 $125 fee include: EDU 224, 230, 232, 455, 480, 483

and MUS 102, 281, 381, and 471 or 472. The Praxis Core Test will be taken during EDU 230 and the PLT/Praxis II will be taken prior to student teaching or as determined by the Department of Teacher Education. These fees will only cover the first attempt for these tests. If further attempts are necessary, they must be paid by the candidate. ***If a class or the program is dropped, no fees will be reimbursed.*** 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 contact the Department of Teacher Education if a comprehensive breakdown of the fees is desired.

Music Education Program Requirements

The B.M.E. degree requires 145 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. MUS 281 is taken during the sophomore year. . 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. Additional required education courses include: MUS 381, MUS 471/473 or MUS 472, EDU 455, EDU 480 and EDU 483.
Schedules for transfer students will be considered on an individual basis. All candidates must pass or exempt Praxis Core reading, writing, and mathematics tests and apply for and be admitted into the Teacher Education Program before taking MUS 381, 471/473 or 472. Please see requirements for admission in the Teacher Education section of the Newberry College Catalog.

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 EDU 224, EDU 230, and EDU 232 and a minimum overall grade point average (GPA) of 3.0 must be maintained. **If a candidate has a GPA of 2.75-2.99, and an otherwise very strong application, a disciplinary content GPA of 3.0 may be accepted in lieu of the overall GPA of 3.0. The music education student must give evidence of positive dispositions, commensurate with being a future public school teacher.

1. Core Curriculum Requirements .....45-58 hours+Mayterm Course

Candidates for the Bachelor of Music Education (B.M.E.) degree are required to complete the Core Curriculum.

2. Music Requirements ..... (30 hours)

Music Literature (MUS 151) 3
Music Theory (MUS 171, 172, 173, 174, 271, 272, 273, 274).....16
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 ..... (43 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—1 credit;
MUA 102—1 credit; 2 semesters of MUA 201-1 credit and 202-1 credit) 4
Introduction to Music Education (MUS 102) 2
Instrument Methods Classes (MUA 105, 207, 210, 213).....4
Music Teaching in Practice (MUS 281) 2
Music Technology (MUS 280) 2
Elementary School Music Methods and Materials (MUS 381) 3
Vocal Pedagogy (MUS 371) 1
Voice Studio (MUA 110) (7 semesters) 0
Choral Methods and Materials (MUS 472) 3
College Singers (MUE 111) 7
Chamber Music Experience 1

b. *Instrumental Music Concentration*

Applied Music-Major Instrument 14
Applied Secondary Instrument—Piano (MUA 101— 1 credit;
MUA 102—1 credit; 2 semesters of MUA 201-1 credit and 202-1 credit) 4
Introduction to Music Education (MUS 102) 2
Vocal Pedagogy (MUS 371) 1
Music Technology (MUS 280) 2
Instrument Methods Classes (MUA 105, 207, 210, 213) 4
Music Teaching in Practice (MUS 281) 2
Elementary School Music Methods and Materials (MUS 381) 3
Instrumental Methods and Materials (MUS 471) 2
Instrumental Methods Lab (MUS 473) 1
Wind Symphony (MUE 103) 7
Chamber Music Experience 1

4. Education Requirements ..... (27 hours)
Foundations of Teaching and Learning (EDU 224) 3
Human Development and Learning (EDU 230) 3
Inclusive, Equitable, and Differentiated Instructional Practices (EDU 232) 3
Content Area Literacy in Middle & High School (EDU 455) 3
Internship (EDU 480) 12
Seminar (EDU 483) 3

Total hours for the Bachelor of Music Education degree 145

5. Music Education Field Experience Hours: The state of South Carolina requires all Education students to procure at least 100 hours of Field Experience during their four years in college. Below are the classes and hours a Music Education major must earn for each class:

EDU 232…….Working with Exceptional & Diverse Learners…….12 hours
MUA 105 .....Strings Methods..... 4 hours
MUA 207 .....Brass Methods ..... 4 hours
MUA 210 .....Woodwinds Methods.....4 hours
MUA 213 .....Percussion Methods..... 4 hours
MUS 102.....Introduction to Music Education .....12 hours
MUS 281.....Music Teaching in Practice ..... 12 hours
MUS 371.....Vocal Pedagogy..... 8 hours
MUS 381.....Elementary School Music Methods & Materials .....12 hours
MUS 471 or 472 .....Instrumental or Choral Methods & Materials ..... 8 hours
EDU 455…….Content Area Literacy in Middle & High School…… 20 hours
TOTAL……...100 hours

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 Jazz Studies, Music or Musical Theatre.

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 requires18 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 (Music Ed – 7 semesters) 7-8
Total ..... 17-18 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
(must include MUA 101, unless exempted)
Music Literature (MUS 151) 3
Ear Training I (MUS 171) 2
Theory of Music I (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

Musical Theatre Minor (20 hours)

(Option: 18 hours for Music Majors)
The Musical Theatre minor is designed for students who are interested in Musical Theatre and are majoring in the B.A. in Music, B.A. in Theatre or in any other degree program.
The Musical Theatre minor requires 18*-20 hours as follows:

Applied Voice Lessons (MUS 115-416) ……... .. 4
Ensembles-2 semesters (MUE 111) ……...…. 2
Opera Workshop (MUS 241) ……..….. 2
Musical Theatre Workshop (THE 241) ……..…...… 3
Musical Theatre Production (THE 251, 252) *(*Option: 1hour for Music Majors)*…...3
Introduction to Acting (THE 101) …….……....3
Stagecraft and Stagecraft Lab (THE 103) …….…….. ……. 3
Total ……..…… 20 hours

Fees

Music fees for a semester or a summer session are as follows:
Private lessons in Piano, Organ, Voice, Guitar, Bass, or Band/Orchestra Instruments .....$ 250 Each Credit Hour
*Lesson fee cap at $500 per instrument/voice lesson.
Instrument Methods Class (Brass, Woodwinds, Strings, or Percussion) .....$ 100
Piano Class .....$ 100
Music Education (MUS 102, 281, 381, 471, and 472)…….. $110
Marching Band Techniques software License fee (MUS 322)……...$50
* 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. All majors:
      1. 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*, 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.

B. 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 applied teacher.
2. Two contrasting musical selections, to be approved in advance by the applied teacher.

C. Vocal majors:
1. Four memorized songs, each in a different language, to be approved by the major teacher.
2 . Songs should be in contrasting musical styles.

Students will be evaluated using the Sophomore Barrier Performance Rubric. 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 may 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.

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 Bachelor of Music 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 Arts 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

- 24 credits of private lessons
- MUA 380 (half-hour recital – 1 credit)
- MUA 480 (one-hour recital – 2 credits)
- 4 semesters of chamber music on the student's major instrument 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 upcoming academic year 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 101. Elementary Piano Class I. ‡ (1)
Prerequisite for applied piano lessons.
Practical keyboard facility; fundamentals of music.
MUA 101 may be exempted by a qualifying exam which should be taken before registration for the class.
Offered fall semester.

MUA 102. Elementary Piano Class II.‡ (1)
Prerequisite: MUA 101
Practical keyboard facility; fundamentals of music.
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.

MUA 201. Class Piano III. (1)
Prerequisite: MUA 102
Practical keyboard facility at the intermediate level with a focus on practical skills such as harmonization, score reading, transposition, and accompaniment.
Offered fall semester.

MUA 202. Class Piano IV. (1)
Prerequisite: MUA 201
Practical keyboard facility at the intermediate level with a focus on practical skills such as harmonization, score reading, transposition, and accompaniment.
A grade of B or higher in MUA 202 satisfies Level 2 of the Piano Proficiency Exam.
Offered spring semester.

Lessons

MUA 115, 116, 215, 216, 315, 316, 415, 416. Voice.† (1-4)
Major or secondary instrument.
Requires concurrent enrollment in MUA 110.

MUA 121, 122, 221, 222, 321, 322, 421, 422. Piano.† (1-4)
Prerequisite: Audition or Class Piano I (MUA 101).
Major or secondary instrument.

MUA 125, 126, 225, 226, 325, 326, 425, 426. Organ.† (1-4)
Major or secondary instrument.

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 Instruments.† (1-4)
Major or secondary instrument.

MUA 145, 146, 245, 246, 345, 346, 445, 446. Woodwind Instruments.† (1-4)
Major or secondary instrument.

MUA 155, 156, 255, 256, 355, 356, 455, 456. Percussion Instruments.† (1-4)
Major or secondary instrument.
Requires concurrent enrollment in MUA 111.

MUA 165, 166, 265, 266, 365, 366, 465, 466. String Instruments.† (1-4)
Major or secondary instrument (guitar, violin, viola, cello, or bass).

Studios

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 119. High 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 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 130. Low 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 150. 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.

Methods Classes

MUA 105. String Methods Class. ‡ (1)
A study of scales, techniques and teaching methods for stringed instruments.
Requires 4 hours of field experience.
Offered spring semester.

MUA 207. Brass Methods Class. ‡ (1)
A study of scales, techniques and teaching methods for brass instruments.
Requires 4 hours of field experience.
Offered spring semester.

MUA 210. Woodwind Methods Class. ‡ (1)
A study of scales, techniques and teaching methods for woodwind instruments.
Requires 4 hours of field experience.
Offered fall semester.

MUA 213. Percussion Methods Class. ‡ (1)
A study of rudiments, techniques and teaching methods of all percussion instruments.
Requires 4 hours of field experience.
Offered fall semester.

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)

MUE 101. Marching Band. (0-1)
Open to all students.
Offered fall semester.

MUE 102. Symphonic Band. (0-1)
Open to all students.
Offered spring semester.

MUE 103. Wind Ensemble. (0-1)
Open to all students by audition.
Required for all wind, percussion and brass majors.
Offered every semester.

MUE 104. Jazz Big Band. (0-1)
Open to all students by audition.
Offered every semester.

MUE 105. Jazz Combo. (0-1)
Open to all students by audition.
Offered every semester.

MUE 106 A. Clarinet Ensemble. (0-1)
Open to all students by audition.
Offered every semester.

MUE 106 B. Flute Ensemble. (0-1
Open to all students by audition.
Offered every semester.

MUE 106 C. Saxophone Ensemble. (0-1)
Open to all students by audition.
Offered every semester.

MUE 106 D. Woodwind Quintet. (0-1)
Open to all students by audition.
Offered every semester.

MUE 107. Brass Ensemble. (0-1)
Open to all students.
Offered every semester.

MUE 108. Percussion Ensemble. (0-1)
Open to all students.
Offered every semester.

MUE 109. Guitar Ensemble. (0-1)
Open to all students.
Offered every semester.

MUE 110. Chamber Music Ensemble. (0-1)
Open to all students.
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.

MUE 111. Newberry College Singers. (0-1)
Open to all students.
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)
Open to all students by audition.
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 Chamber Ensemble. (0-1)
Open to all students.
Offered every semester.

MUE 114. Newberry Chamber Orchestra. (0-1)
Open to all students.
Offered every semester.

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, 112, 113, or 114, 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 each fall.

Music (MUS— Music Courses)

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 102. Introduction to Music Education. (2)
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. An historical overview of music education—including key pioneering leaders and symposia--along with realizations and introspection of why one wants to be a music teacher along with why music is required in the public schools will be probed. Requirements for sophomore barrier, graduation and state licensure will be thoroughly articulated.
12 field experience hours are required.
A fee of $125 will be incurred to cover costs associated with TEP Licensure requirements.

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 2014 Core Curriculum as an Interdisciplinary course (IDS).
Offered spring semester,odd numbered years.

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 2014 Core Curriculum as a Global Learning1 course (GL-1) OR as a Humanities/Fine Arts course (HFA) OR as an Interdisciplinary course (IDS). Offered every 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 2014 Core Curriculum as a Global Learning-1 course (GL-1).
Offered spring semester.

MUS 171. Ear Training I. (1)
Prerequisites: Concurrent enrollment in MUS 173.
Sight singing and melodic and harmonic dictation on the elementary level.
Offered fall semester.

MUS 172. Ear Training II. (1)
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. (3)
Prerequisites: Concurrent enrollment in MUS 171.
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. (3)
Prerequisites: MUS 171 & MUS 173; Concurrent enrollment in MUS 172.
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 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 2014 Core Curriculum as a Global Learning 1 course (GL-1).
Offered fall 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 fall semester, even numbered years.

MUS 271. Ear Training III. (1)
Prerequisites: MUS 172 & MUS 174; Concurrent enrollment in MUS 273.
Intermediate sight-singing and melodic and harmonic dictation corresponding to the vocabulary of the harmonic materials in MUS 273.
Offered fall semester.

MUS 272. Ear Training IV. (1)
Prerequisites: MUS 271 & MUS 273; Concurrent enrollment in MUS 274.
Advanced sight-singing and melodic and harmonic dictation corresponding to the vocabulary of the harmonic materials in MUS 274.
Offered spring semester.

MUS 273. Theory of Music III. (3)
Prerequisites: MUS 172 & MUS 174; Concurrent enrollment in MUS 271.
Modulation and chromatic harmonies, including secondary dominant and leading tone chords, mode mixture, Neapolitan chords, and augmented sixth chords. Special attention is given to music of the Romantic Era. Analysis and composition are included as major assignments.
Offered fall semester.

MUS 274. Theory of Music IV. (3)
Prerequisite: MUS 273.
Prerequisite: MUS 273 & 271; Concurrent enrollment in MUS 272.
Continued study of chromatic harmonies. Major forms are discussed and analyzed, including binary, ternary, rounded binary, rondo and sonata. An introduction to serialism and a final composition project will involve generating a twelve-tone matrix and composition.
Satisfies 2014 Core Curriculum requirement of Quantitative Literacy course (QLC).
Offered spring semester.

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.
Exposure and practice in planning, teaching, and assessing musical concepts and literacy will be initiated. The course also includes extensive readings, discussions, and practice of effective teaching strategies, along with continued building of a knowledge base for educating the secondary student in general music, music appreciation and (to a lesser degree) performance group classes. Curriculum design and utilization of classroom technologies for instruction will be explored. Management and other issues affecting the success of these music classes will also be addressed.
12 field experience hours are required.
A fee of $125 will be incurred to cover costs associated with TEP Licensure requirements.

MUS 290. Basic Conducting. (2)
Required for all general music, church 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 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, odd numbered 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, even numbered years.*

MUS 321. Music Recording Industry and Technology. (2)
This course is designed to provide the student with lab experience learning the current theory and practice of multi-track music recording and to familiarize the beginning student with the new technological innovations of the recording industry. The course will cover acoustics, signal flow, microphones, and fundamentals of board design. As a lab, this course may include visits to an actual Music Recording Studio.
Offered at departmental discretion.

MUS 322. Marching Band Techniques. (1)
Elective for music majors and non-music majors.
This course introduces future educators to the fundamental methods and procedures of the contemporary marching band. The student will gain greater knowledge of the role of the marching band in music education. This course introduces the future educator to the terminology, pedagogy, structure, and practical application of marching band education. A large portion of this course is spent on utilizing computer software to realize marching band drill charts.
There is a $50 fee for this course. Offered at departmental discretion, spring semester.

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, even numbered 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, odd numbered years.

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 2014 Core Curriculum as a Global Learning 1 course (GL-1).
Satisfies 2014 Core Curriculum requirements as a Writing Intensive course (WI).
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 2014 Core Curriculum requirements as a Humanities/Fine Arts Course (HFA) OR as an Interdisciplinary 1 Course (IDS).
Also, Satisfies 2014 Core Curriculum requirements as a Writing Intensive Course (WI).
Offered spring semester.

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 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 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 366. Composition. (1)
Prerequisite: MUS 273.
Composition of 17th-20th century music, incorporating major forms and formal analysis of Western classical music.
Offered spring semester, odd numbered years.

MUS 367. Form and Analysis. (2)
Prerequisite: MUS 273.
Analysis of 17th-20th century music, incorporating major forms and formal analysis of Western classical music.
Offered fall semester, even numbered years.

MUS 368. 20th Century Theory. (2)
A study of materials used in 20th century compositions, including non-diatonic scales, harmonic constructions, rhythms, pitch set theory, and twelve-tone music. Emphasis will be placed on the quantitative procedures involved in set theory and twelve-tone composition. A variety of post-tonal repertoire will be analyzed throughout the semester. *Offered spring semester, even numbered years.*

MUS 371. Vocal Pedagogy. (1)
Prerequisite: Sophomore class standing.
A study of the voice as a musical instrument and vocal teaching methods.
8 field experience hours are required. Offered spring semester.

MUS 372. Woodwind Pedagogy. (2)
A study of woodwind teaching methods. *Offered at departmental discretion.*

MUS 373. Keyboard Pedagogy. (2)
Prerequisite: Sophomore class standing.
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. 12 field experience hours are required.
A fee of $125 will be incurred to cover costs associated with TEP Licensure requirements.

MUS 390. Advanced Conducting. (2)
Prerequisite: Basic Conducting (MUS 290)
Required for all performance, 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 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 spring semester, even numbered years.*

MUS 471. Instrumental Methods and Materials. (2)
Prerequisites: Junior class standing and admission into the Teacher Education program.
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 senior year.*
8 field experience hours are required.
A fee of $125 will be incurred to cover costs associated with TEP Licensure requirements.

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 senior year.*
8 field experience hours are required.
A fee of $125 will be incurred to cover costs associated with TEP Licensure requirements.

MUS 473. Instrumental Methods Lab. (1)
Prerequisites: Junior class standing and admission into the Teacher Education program; Concurrent enrollment in MUS 471
Students will experience a variety of music and ensembles-instruction pedagogies for mixed classes of beginning instrumentalists while participating on a least one secondary instrument. In additions to performing, students are given the opportunity to practice effective rehearsal techniques and teaching methods through coached peer-teaching sessions. These sessions will also include a topical discussion of key administrative and pedagogical considerations for a beginning instrumental class.
Required for teacher certification for instrumental music education majors. Offered at departmental discretion; normally fall of the senior year.

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 Independent Study rules and regulations on page 62.

MUS 495. Internship. (1-12)
Internships or practical experience in an approved program of study.
Limited to majors in the department. Subject to Internship regulations and restrictions on page 63.

MUS 499. Senior Essay. (1-3)
A project requiring scholarly research. *Subject to Senior Essay rules and regulations on page 63.*

Nursing (NUR)

Department of Nursing
Susan D. Ludwick, DNP, MSN, RN, Associate Professor & Department Chair

Nursing Faculty:
Associate Professor: Susan Ludwick, DNP
Assistant Professors: Jenny Lindler, M.S.N. Melissa Taylor, D.N.P.; Dwaine Thomas, M.S.N.;
Visiting Assistant Professor: Jennifer Bickley, MSN
Adjunct Faculty: Susie Pippin, M.N.;

The Department of Nursing offers two pathways for earning a B.S.N. degree – 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 B.S.N. degree. The prelicensure track is approved by the SC Board of Nursing, and the Nursing program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, (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, patient safety, 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 in Nursing degree. 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 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 105 General, Organic, and Biochemistry

ENG 113 Freshman Composition and Introduction to Library Research

ENG, REL, or HUM course tagged WI

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

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 last semester 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.

1. Have completed or be enrolled in a minimum of 64 credit hours of coursework applicable to the degree.
2. Have a minimum C grade in <u>each</u> of the 11 required Prenursing courses.
3. Have a minimum Prenursing GPA of 3.0 plus a science GPA of 3.0 at the time of application to the Nursing program and at the point that the student begins the Nursing program (*The Prenursing GPA is calculated using only the grades earned on the 11 required Prenursing courses, regardless of where the courses were taken. The science GPA is calculated on BIO 212, BIO 215, BIO 216, and CHE 105.)
4. Have a score of "Proficient" or higher on the ATI TEAS exam plus a Science sub-score of 50.
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 or October 15 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 to that class.

All students admitted to the Nursing major must complete all "Professional Screening" requirements by the July 31 or January 5 deadline, regardless of date of admission to the Nursing major.

Nursing Curriculum Plan – Prelicensure

<u>Junior-1 Semester:</u>	
BIO 110 Human Heredity	3
NUR 301 History & Trends	2
NUR 303 Pathophysiology	3
NUR 311 Health Assessment	3
NUR 313 Fundamentals	<u>5</u>
	16

<u>Junior-2 Semester:</u>	
NUR 320 Nursing Research (WI)	3
NUR 324 Pharmacology-1	2
NUR 330 Adult Health I	5
NUR 332 Mental Health	<u>4</u>
	14

<u>Senior-1 Semester:</u>	
NUR 401 Selected Topics Nsg (WI)	2
NUR 411 Adult Health II	5
NUR 413 Childbearing Families	4
NUR 415 Children & Families	4
NUR 425 Pharmacology-2	<u>1</u>
	16

<u>Senior-2 Semester:</u>	
NUR 420 Prof Development	2
NUR 430 Critical Care	4
NUR 432 Diverse Pops (GL3, CE)	4
NUR 434 Leading/Mgmt/Change	<u>4</u>
	14

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 through April 30, by July 31 each year for fall admission classes, or i.e. January 1 through December 15, by January 5 each year for spring admission classes.
5. Successfully complete the appropriate Medication Calculation Test (MCT) 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.
8. Complete a course in genetics (either BIO 110: Human Heredity or BIO 322: Genetics) with a grade of "C" or above by the end of the first semester in the Nursing major.

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 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 in Nursing degree at Newberry College (prelicensure 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.

- *$125/course for non-laboratory/non-clinical courses - NUR 301, NUR 303, NUR 320, NUR 324, NUR 401, NUR 420*
- *$175/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 BSN degree. The RN-to-BSN Completion track is delivered via completely online classes. Clinical experiences are arranged collaboratively with the student, course faculty, and preceptors in the student's local community.

The RN-to-BSN Completion track curriculum consists of 30 semester hours of credit of required NUR and BIO courses that satisfies the residence requirements at Newberry College, i.e. the senior year. The RN-to-BSN Completion track course is designed to be completed in as few as three trimesters (full-time). RNs admitted to this track begin the NUR courses in any trimester they choose and graduate once they have completed the 10 required courses in the track and any remaining College Core courses. The Department of Nursing offers each NUR course in the RN-to-BSN Completion track only once a year on a fixed schedule. RN-to-BSN Completion students must meet the Newberry College Online Core requirements. 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 accredited associate degree or diploma in nursing program
- Current employment in a nursing role
- A "C" or higher in each of the following 7 prerequisite courses (although statistics can be deferred):
  - ENG-1 & ENG-2: Freshman Composition /Intro to Literature Research, 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 (3 or 4 credits)
  - MAT: Statistics (3 credits) (must be completed before taking NUR 471)
  - SPE: Public Speaking (3 credits)

Nursing Curriculum Plan – RN/BSN Completion track

Fall – term 1
COL 110: Online Academic Success (1 credit)
NUR 451: Bridging to Generalist Nursing Practice for RNs (3 credits)
NUR 475: Nursing Leadership & Change for RNs (3 credits)
Fall – term 2
NUR 455: Pathophysiological Bases of Nursing Practice for RNs (3 credits)
NUR 476: Nursing Leadership & Change – RN Practicum (3 credits)
Spring – term 1
NUR 461: Health Assessment across the Lifespan for RNs (3 credits)
NUR 465: Community Health Nursing for RNs (3 credits)
Spring – term 2
NUR 466: Community Health Nursing – RN Practicum (3 credits)
NUR 471: Nursing Research & EBP for RNs (3 credits)
Summer – term 1
BIO 110: Human Heredity (3 credits)
NUR 478: Professional Development for RNs (3 credits)
Total 31 credit hours

Notes:

1. Credit for courses transferred in from other institutions will be calculated according to Newberry College policies.
2. The prerequisite courses [except for statistics] must be completed before beginning RN/BSN courses; the statistics course must be completed prior to taking NUR 471.
3. The Online Orientation course is available every term but must be taken by/in the first term of online courses regardless of term starting the program.
4. NUR courses are taught once per year; can be taken in any sequence although RN practicum courses must be taken in same semester as corresponding didactic courses.
5. Clinical practicum experiences for NUR 466 & NUR 476 arranged with student-identified preceptor(s) in student's home community.
6. NUR courses can be taken on a full-time basis or on a part-time basis, although the last 30 credits of BSN degree, i.e. the "senior year", must be taken at Newberry College.
7. Online courses are offered over 7.5-week terms, with 5 terms total for the year. Students can take up to a maximum of 15 credits in a semester, i.e. two terms.
8. All RN/BSN Completion track courses must be passed with at least a "C" grade.
9. Students must have at least 120 total credit hours to graduate with a BSN degree.

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. Maintain an active RN license in South Carolina every semester.
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.
4. Complete all current Core, 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 current academic year and to provide access to technology, students taking Nursing (NUR) courses will be required to provide themselves with a laptop computer (not a MAC and not a 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—as well as the other downloads listed on the Technology Tab. This functionality is provided free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there are course- or program- specific computer requirements.

All Nursing students are expected to use computer technology frequently in today's healthcare setting. Students are required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer

access is also required to register for classes, add/drop classes, review transcripts and academic information and communicate with academic advisors. Also, computers will be used to complete assignments, do research, create presentations, and practice for and take standardized tests throughout the curriculum. Nursing laptop requirements for in-class testing include: (1) Firefox 14 browser or higher, or Chrome, 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, and (4) 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 hours/week of classroom, 3 hours/week of campus laboratory, and 3 hours/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.

A $125 fee is charged for this course. Offered fall and spring semesters.

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.

A $125 fee is charged for this course. Offered fall and spring semesters.

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.

A $175 fee is charged for this course. Offered fall and spring semesters.

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.

A $175 fee is charged for this course. Offered fall and spring semesters.

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. *(WI tag)*

A $125 fee is charged for this course. Offered fall and spring semesters.

NUR 324: Pharmacological Bases of Nursing Practice I. (2 credits; 2-0-0)

Prerequisites: "C" or higher in NUR 301, NUR 303, NUR 311, and NUR 313.

A study of pharmacological interventions 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. Includes clinical findings and implications for health promotion and risk reduction across the lifespan.

A $125 fee is charged for this course. Offered both fall and spring semesters.

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.
A $175 fee is charged for this course. Offered fall and spring semesters.

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.
A $175 fee is charged for this course. Offered fall and spring semester.

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. *(WI tag)*
A $125 fee is charged for this course
[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".] *Offered fall and spring semesters.*

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.
A $175 fee is charged for this course. Offered fall and spring semesters.

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.
A $175 fee is charged for this course. Offered fall and spring semesters.

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.
A $175 fee is charged for this course. Offered fall and spring semesters.

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.
A $125 fee is charged for this course. Offered spring semester.

NUR 425: Pharmacological Bases of Nursing Practice II. (1 credit; 1-0-0)
Prerequisites: "C" or higher in NUR 320, NUR 324, NUR 330, and NUR 332.
A continuation of the study of pharmacological interventions 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. Includes clinical findings and implications for health promotion and risk reduction across the lifespan.
Offered both fall and spring semesters.

NUR 430: Critical Care Nursing Practice. (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 critically ill patients and their families requiring secondary and/or tertiary nursing interventions. Focuses on life-threatening stressors encountered by individuals and their families. Three classroom and three clinical laboratory hours per week.
A $175 fee is charged for this course. 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. *(GL-3 course; CE tag)*
A $175 fee is charged for this course. 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.
A $175 fee is charged for this course. Offered spring semester.

NUR 495. Internship. (1-6 credit hours)
Prerequisite: Completion of Junior NUR courses.
Designed to give the student practical work experience in a nursing or healthcare field. A student will work through an approved agency within the applicable scope of practice under the supervision of one of its professional employees and a designated nursing faculty member. Credit hours determined by average number of hours worked per week during the internship. *Offered at discretion of department.*

Course Descriptions for RN-BSN

NUR 451 – Bridging to Generalist Nursing Practice for RNs (3 credit hours)
Prerequisites: RN license and admission to the RN-to-BSN Completion track.
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. Incorporates RN knowledge and skills from initial nursing education. *Offered fall semester trimester, sub-term 1.*

NUR 455: Pathophysiological Bases of Nursing Practice for RNs (3 credits)
Prerequisites: RN license and admission to the RN-to-BSN Completion track.
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.
Offered fall semester trimester, sub-term 2.

NUR 461: Health Assessment across the Lifespan for RNs (3 credits)
Prerequisites: RN license and admission to the RN-to-BSN Completion track.
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. *Offered spring trimester, sub-term 1.*

NUR 465: Community Health Nursing for RNs (3 credits)
Prerequisites: RN license and admission to the RN-to-BSN Completion track.
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. *Offered spring trimester, sub-term 1.*

NUR 466: Community Health Nursing – RN Practicum (3 credits) (clinical course)
Prerequisites: RN license, admission to the RN-to-BSN Completion track, & completion of NUR 465. Nursing 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. Clinical experiences will be arranged with nurse-preceptors in the nurse's local community.
Offered spring trimester, sub-term 2.

NUR 471: Nursing Research & EBP for RNs (3 credits)
Prerequisites: RN license and admission to the RN-to-BSN Completion track.
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. *(WI tag) Offered spring trimester, sub-term 2.*

NUR 475: Nursing Leadership & Change for RNs (3 credits)
Prerequisites: RN license and admission to the RN-to-BSN Completion track.
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 *Offered fall trimester, sub-term 1.*

NUR 476: Nursing Leadership & Change – RN Practicum (3 credits) (clinical course)
Prerequisites: RN license, admission to the RN-to-BSN Completion track, & completion of NUR 475. Nursing practice in leading groups and facilitating change as a professional nurse. 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 fall trimester, sub-term 2.*

NUR 478: Professional Development for RNs (3 credits)
Prerequisites: RN license and admission to the RN-to-BSN Completion track.
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. *Offered summer trimester, sub-term 1.*

Physical Education (PHE)

Department of Sport Professions
Rev. Dr. Christina L. Wendland, Ph.D., Interim Department Chair

Physical Education Faculty:
Professor: Peggy Winder, Ph.D.
Associate Professors: Natasha Ferguson Dennison, Ed.D.; John Lesaine, Ed.D.; Gretchen Haskett, M.A.
Assistant Professor: Rebekah Dixon, M.S.; Joanna Tremble, M. Ed.
Adjunct Instructors: Sarah Lyon, M.S., ATC, ROT, SCAT; Jessica Shealy, M.S., Cyrus Wainwright, M.S.

The mission of the Department of Sport Professions at Newberry College is to give students the opportunity to become competent leaders in Physical Education, Sport Management and its related areas.

Course Descriptions for Programs offered by Department of Sport Professions

See course descriptions in Fitness for Life (FIT)
See course descriptions in Health (HLT)
See course descriptions in Physical Education (PHE)
See course descriptions and requirements for Sport Management (SPM)

Physical Education students are challenged to become independent and critical thinkers that create lifelong learners. Students are expected to act responsibly and demonstrate ethical and professional behavior that contributes to the general welfare of the community and their professions. Recognizing the importance of experiential learning, students will have hands-on-experiences throughout the curriculum to build knowledge, confidence and exposure. Students majoring in Physical Education must choose one of two concentrations within the major: Leisure Services or Teacher Certification. Some of the courses required for each concentration 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 (56 hours)

The Physical Education/Leisure Services concentration requires a total of 56 hours.

- 28 hours: PHE 115, 117, 201, 207, 211, 229, 242, 244, 302, and 431
- 18 hours: SPM 181, 200, 300, 325, 400, 451 and 495
- 3 hours: COM 111
- 4 hours: BIO 101, 121, or 130
- 3 hours: SOC 101
- Strongly Recommended Course: SOC 308 (3 hours)

BIO 101 or 121 may meet the 2014 Core requirement for Lab Science.
PHE 211 and PHE 302 may meet 2014 Core graduation requirement: Civic Engagement (CE) tag
PHE 242 may meet 2014 Core requirement for Quantitative Literacy (QLC).
PHE 229 and SPM 325 may meet 2014 Core requirement for Interdisciplinary (IDS).
(One IDS must come from outside of major to meet 2014 Core requirements).
SOC 101 may meet 2014 Core requirement for Social and Behavioral Sciences (SB) tag.
SPM 400 may meet 2014 Core additional graduation requirement: Professional Knowledge & Experience
SPM 495 may meet 2014 Core additional graduation requirement: Experiential Learning

Physical Education Major with Teacher Certification Concentration **(76 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 43 hour concentration requires the following.

- 36 hours: PHE 115, 117, 201, 207, 210, 244, 255, 302, 305, 424, 430, 440
- 4 hours: BIO 181
- 33 hours: EDU 224, 230, 232, 300, 350, 382, 455, 480, and 483
- Candidates are encouraged to take BIO 101 or 121 and must earn a grade of "C" or better in order to meet the prerequisite for BIO 181. BIO 101 or 121 may meet the 2014 Core requirement for Lab Science.

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 100 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 300B their 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 300 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. In order to be recommended for student teaching, graduation, and certification, a 3.0 is required as well as grade minimum of C in all education courses and courses in major.

BIO 101, 121, or 181 may meet the 2014 Core requirement for Lab Science.
PHE 210 and PHE 255 may meet 2014 Core requirement for Writing Intensive tag.
PHE 255 and PHE 302 may meet 2014 Core graduation requirement for Civic Engagement (CE) tag.
PHE 305 may meet 2014 Core requirement for Ethics (ET) tag.
EDU 483 may meet 2014 Core additional graduation requirement: Professional Knowledge & Experience
EDU 480 may meet 2014 Core additional graduation requirement: Experiential Learning

Minor Requirements

Students electing a minor from the Department may choose Coaching or Sport Management.

Course Descriptions for Minors offered by Department of Sport Professions

Coaching course descriptions and requirements found under Physical Education (PHE).
Sport Management course descriptions and requirements found under Sport Management (SPM).

Coaching Minor (16)

- 12 hours: PHE 201, 229, 232, 234
- 3 hours: SPM 325
- 1 hour: PHE 117 or PHE 496

PHE 229 and SPM 325 may meet 2014 Core requirement for Interdisciplinary (IDS).
PHE 232 may meet 2014 Core requirement for Ethics (ET) tag.

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; 118-131; and 150.
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: Specific course fees listed below.

- A $25 fee will be charged for all Fitness for Life Courses: FIT 102-104; 107-109; 111; 113; 114; 116; 118-131; and 150.
- A $20 fee will be charged for PHE 117
- A $25 fee will be charges for PHE 221
- A $100 fee is charged for PHE 244 field trip expenses
- A $125 fee is charged for PHE 305 and PHE 440 (Teacher Education program fee)

Technology Requirements

To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements (see next two paragraphs).

All Physical Education (Leisure Services and Teacher Certification) students are expected to use the same computer technology required in the workplace. Students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicate with academic advisors. Also, computers will be used to complete assignments, do research and create presentations. Students should see courses descriptions for specific course requirements.

Since Physical Education majors have required courses in different subject areas such as Biology, Communications, Mathematics, Sociology and Teacher Education, students should see each section of the catalog for specific requirements. For example: students enrolled in **EDU 382: Technology and Training** must have **in class** a laptop (not an iPad) with specifications stated in WolfDen under the Technology Tab.

Conversions for Physical Education Courses to Sport Management Courses

Pre-2016-17 Requirement	2016-17 Requirement
PHE 181	SPM 181
PHE 325	SPM 325
PHE 442	SPM 442
PHE 451	SPM 451
PHE 495	SPM 495

Course Descriptions

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 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 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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Offered spring 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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core graduation requirement: Writing Intensive (WI) tag. 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. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.*
Satisfies 2014 Core graduation requirement: Civic Engagement (CE) tag. 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. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required. 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. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required. $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.*Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required. Satisfies 2014 Core requirement: Interdisciplinary (IDS). Offered every semester.*

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core graduation requirement: Ethics (ET) tag. Offered fall semester.

PHE 230. Foundations of Strength and Conditioning. (3)
Description found in Addendum on page 266.

PHE 234. Theory of Coaching II. (3)
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core requirement: Quantitative Literacy (QL). Offered every semester.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
$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.
8 hours of clinical field experience required.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Open to Physical Education Teacher Certification majors only.
Satisfies 2014 Core graduation requirements: Civic Engagement (CE) tag and Writing Intensive (WI) tag.
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.*
10 hours of clinical field experience required.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core graduation requirement: Civic Engagement (CE) tag. 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.
12 hours of clinical field experience required. $125 Teacher Education Program Fee.
Offered spring semester. Satisfies 2014 Core graduation requirement: Ethics (ET) tag.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel suggested.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core requirement: Interdisciplinary (IDS). Offered fall semester.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Offered fall semester.

PHE 440. Curriculum and Evaluation Methods of Physical Education. (3)
Prerequisite: 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 teachers to acquire the skills and methods necessary to design, implement, and evaluate instructional programs in physical education. Evaluation of student performance is also addressed. Twenty-four hours of practicum field experience is required for this class.
24 hours of clinical field experience required.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
$125 Teacher Education Program Fee. Offered fall semester.

PHE 480. Special Topics. (3)
An in-depth study of selected topics or issues in sport profession fields.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Offered at departmental discretion.

PHE 491, 492. Independent Study. (1-3, 1-3)
Research project and/or field experience in physical education.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Open to Physical Education majors or minors in Coaching and or Sport Management.
Must be approved by the Department Chair.
Subject to Independent Study rules and restrictions, page 62.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Limited to majors in the department and minors in Coaching.
Subject to Internship regulations and restrictions, page 63.

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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Subject to Senior Essay rules and restrictions, page 63.

Philosophy (PHI)

Department of Humanities
David Rachels, Ph.D., Department Chair

Philosophy Faculty
Adjunct Instructor: Winthrop Hepburn, Ph.D.

Requirements for the Minor in Philosophy:
PHI 120, REL 220, and 12 hours of Philosophy courses or Religion courses specified in the Philosophical Theology Concentration requirements.

Technology Requirements for the Department of Humanities
To meet Program Learning Outcomes for the upcoming academic year 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.
Satisfies 2014 Core Curriculum requirement for Global Learning 1 (GL1).
Offered at departmental discretion.

PHI 110. Introduction to Modern Logic. (3)
A study of the formal validity of deductive inference and the bases of inductive reasoning.
Offered at departmental discretion.

PHI 120. Introduction to Ethics. (3)
A study of major ethical theories and their application to specific moral issues.
Satisfies 2014 Core Curriculum requirement for Ethics (ET).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.
Offered at departmental discretion.

PHI 202. Modern Philosophy (1600 to 1850). (3)
An historical survey with emphasis upon Continental Rationalists, British Empiricists, and Immanuel Kant.
Offered at departmental discretion.

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. *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 2014 Core Curriculum requirements for Ethics (ET).
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. *Offered at departmental discretion.*

PHI 304. Contemporary Philosophy (since 1850). (3)
An examination of recent trends in Western thought, including philosophical analysis and existentialism.
Offered at departmental discretion.

PHI 311. Philosophy of Religion. (3)
Philosophical analysis of the central problems of religious belief. *Offered at departmental discretion.*

PHI 312. Philosophical Ethics. (3)
A study of major moral philosophers, ethical theories, and the structure of moral reasoning.
Satisfies 2014 Core Curriculum requirements for Ethics (ET).Offered at departmental discretion.

PHI 320. Philosophy of Gender. (3)
Through a comparison of classical, modern, and postmodern texts in philosophy, literature, and art, students will examine how the idea of gender difference has shaped such philosophical concepts as knowledge, love, human agency, power, embodiment, and ethical obligation; they will also engage feminist critiques and re-imaginings of such concepts. *Offered at departmental discretion.*

PHI 322. The Examined Life. (3)
If, as Socrates reportedly proclaimed, "the unexamined life is not worth living", then how ought we to live examined lives? This course invites students to consider the qualities and activities of a genuinely examined life. Students will read autobiographical examples of the examined life, develop practices of self-reflection, engage in a community project, and craft a portfolio that articulates their own understanding of the examined life. *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. *Offered at departmental discretion.*

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 Independent Study rules and regulations on page 62.

PHI 499. Senior Essay. (3)
A project requiring scholarly research and culminating in the public presentation of a formal paper.
Subject to Senior Essay rules and regulations on page 63. Offered spring semester.

Physics (PHY)

Department of Sciences and Mathematics
Bret Clark, Ph.D., Department Chair

Physics Faculty:
Associate Professor: Otis Walker, Ph.D.

The Physics Program offers a calculus-based sequence of two introductory courses as well as an introductory sequence of non-calculus-based Physics.

- The Sequence PYH 213 and PHY 214 is for students who are majors in the sciences or math
- The sequence PHY 101 and PHY 102 is for students who are students of the liberal arts who are interested in 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.

Core Curriculum

All 100 level and 200 level four-hour physics courses meet the 2014 Core Curriculum requirements for Lab Science (LSC).

Laboratory Fee

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 current academic year and to provide access to technology, it is highly recommended that students in the Department of Science and Mathematics own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements.

Course Descriptions

PHY 101. Fundamentals of Physics I. (4)
Prerequisite: MAT 111 or higher.
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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
A $95 fee is charged for each semester of this laboratory course. Offered fall semester.

PHY 102. Fundamentals of Physics II. (4)
Prerequisite: MAT 111 or higher and PHY 101 or permission of the instructor.
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.
Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.
A $95 fee is charged for each semester of this laboratory course. Offered spring semester.

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. *Satisfies 2014 Core Curriculum requirement for a Laboratory Science (LSC) course.*
A $95 fee is charged for each semester of this laboratory course. Offered fall semester, even-numbered years.

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, odd-numbered years.

Political Science (POS)

Department of Social and Behavioral Sciences
Vinetta Goodwin Witt, Ph.D., Department Chair

Political Science Faculty:
Assistant Professor: Laura Roost, Ph.D.
Adjunct Faculty: Dennis Lambries, Ph.D.; Keith Ringer, M.P.A.; Steven Schweizer, Ph.D.

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, 222, 225, 262, 462, and 499
- 3 hours: At least one of the following - Political Science 300 or POS 310
- 3 hours: At least one application course – Political Science 228, 340, 341, or 380
- 3 hours: Social Sciences 220
- 3 hours: Social Sciences 230 or Mathematics 200
- 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, 225, 262, 325, and 499 partially satisfy the 2014 Core Curriculum requirements which are designated in course descriptions.

Fees: A $35 fee is charged for POS 499.

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 262 is a prerequisite to POS 462. 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 upcoming academic year 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. U. S. Government. (3)

A comprehensive and internationalized introduction to basic institutions, processes, problems and developments in U.S. national government. Targeted comparisons with other countries 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.

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 semester and at departmental discretion.

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.
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.
Required for political science majors.
Offered spring semesters.

POS 225. Comparing Politics Across the World. (3)
This course surveys the institutions, functions, politics, and policies of select countries. Countries selected may include, but is not limited to, the U.S., the U.K., Germany, China, Japan, Russia, Nigeria, South Africa, Mexico, and Brazil. Students will gain an understanding of the benefits and challenges of comparing across and within political systems.
Required for political science majors and minors.
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 every spring semester.

POS 228. Introduction to Public Administration. (3)
The process of policy formulation and implementation, theories of organization, personnel administration, financial administration, and administrative responsibility.
At least one application course (PSC 228, 340, 341, or 380) required for political science majors.
Offered spring semester, odd numbered years.

POS 262. Justice, Civic Virtue, and Political Theory. (3)
Political theory seeks to contribute to the task of understanding the political world by answering conceptual and normative questions in political science. This course focuses on ethical questions of justice and/or civic virtue, with a special emphasis on developing argumentation skills appropriate for political theory and critical thinking.
POS 262 and POS 462 are both required for political science majors
This course satisfies the Ethics (ET) criteria for the 2014 Core Curriculum. Offered fall semester, even numbered years.

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 at departmental discretion.*

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.
This course satisfies the Global Learning criteria (GL-3) for the 2014 Core Curriculum.
Offered spring semester, even numbered years.

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 fall semester, even numbered years.

POS 320. Nationalism. (3)
An interdisciplinary exploration of the origins, manifestations, and consequences of nationalism in a range of historical and contemporary contexts. Approaches to nationalism drawn from history, art history, literature and film, as well as music will be integrated with political science scholarship in order to provide an exciting and culturally rich exploration of a phenomenon that continues to drive identity politics and conflict around the world.
This course partially satisfies the Interdisciplinary (IDS) criteria for the 2014 Core Curriculum.
Offered at department discretion.

POS 325. War and Peace. (3)
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.
This course partially satisfies the Interdisciplinary (IDS) criteria for the 2014 Core Curriculum.
Offered at department discretion.

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.
At least one application course (PSC 228, 340, 341, or 380) required for political science majors.
Offered fall semester, odd numbered years.

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.
At least one application course (PSC 228, 340, 341, or 380) required for political science majors.
Offered fall, even numbered years.

POS 343. Constitutional Law: Civil Liberties and Civil Rights. (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 every fall semester.

POS 348. International Law and Organization. (3)
The development of international law and organizations and their impact on contemporary world politics.
Offered spring semester, odd numbered years.

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 370. African Politics. (3)
This course will examine contemporary African politics, institutions, and ideologies. We will consider key factors that affect politics within African states, such as colonialism, nationalism, social movements, and regional politics. We will also consider the role of the African Union within African politics. We will seek to identify general patterns and differences across African states. Through this course, students will gain an understanding of African politics broadly, detailed knowledge about particular African states, and an understanding of the key political institutions, such as the African Union. *This course satisfies the Global Learning criteria (GL-3) for the 2014 Core Curriculum.*
Offered at department discretion, in rotation with regional History courses.

POS 380. Public Opinion. (3)
Prerequisite: SSC 230 (or equivalent)
This course covers the structure, conduct, and dynamics of public opinion. Special attention is given to the conduct of public opinion polling. *At least one application course (PSC 228, 340, 341, or 380) required for political science majors. 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 at departmental discretion.*

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. *This course partially satisfies the Interdisciplinary (IDS) criteria for the 2014 Core Curriculum.*
Offered at department discretion.

POS 450. Human Rights. (3)
This course examines the politics of human rights. This course examines the content of human rights, international human rights law, and human rights actors at the international, regional and local levels. Throughout the course, students gain skills which will help them identify and critically evaluate human rights issues as they arise in different time periods and settings around the world. *This course satisfies the Global Learning criteria (GL-3) for the 2014 Core Curriculum. Offered at department discretion.*

POS 462. Seminar in Political Theory (3)
Prerequisite: POS 262
A survey of political ideas and ideologies. Students will build upon the argumentation skills from POS 262 to undertake individual research within political theory. This provides an opportunity for students to bring together the ethical components of Newberry's liberal arts tradition as they apply it to the normative concepts which are at the foundation of politics and liberal democracy.
POS 462 required for political science majors. POS 462 offered spring semester, odd-numbered years.

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 Independent Study rules and regulations on page 62.

POS 495 or 496. Political and Legal Internships. (1-3)
Prerequisite: POS 121 or POS 222
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 Internship regulations and restrictions on page 63.

POS 499. Political Science Capstone. (3)
Prerequisite: POS 121, POS 225, and SSC 230/MAT 200.
A capstone course building and assessing the student's knowledge of the discipline and skills in researching, writing, and presenting quality research, using an appropriate research methodology.
Required for Political Science Majors. Lab Fee: $35.
This course partially satisfies the Writing Intensive (WI) criteria for the 2014 Core Curriculum. Offered fall semester.

Psychology (PSY)

Department of Social and Behavioral Sciences
Vinetta Goodwin Witt, Ph.D., Department Chair

Psychology Faculty:
Associate Professor: Marilyn Marek Schroer, Ph.D.
Associate Professor: Sara Peters, Ph.D.
Assistant Professor: Carrie Caudill, Ph.D.

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 2019, one concentration is available to Psychology students. The 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 30 semester hours required Psychology courses, plus Social Sciences 210, 220 and 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, 230, 231, 236, 370, 400, and 402.
- 3 hours: Psychology 300 or 330.
- 3 hours: Psychology 350 or 360.
- 6 hours: Two additional courses in Psychology depending on student's interests.
- 9 hours: Social Sciences 210, 220, 230.
- 6 hours or the equivalent proficiency of a foreign language.

Psychology Major with Forensic Psychology Concentration (60-66 hours)

A Bachelor of Arts degree in Psychology with Concentration in Forensic Psychology requires 60-66 semester hours including:

- 27 hours: Psychology 120, 230, 231, 236, 312, 325, 360, 370, 400, and 402.
- 3 hours: Psychology 300 or 330.
- 6 hours: Combination of PSY 491, 492, or PSY 495, 496, or Independent Study & Internship hours.
- 9 hours: SOC 102, POS 121, FSC 211.
- 6 hours from: CRJ 246, CRJ 310, CRJ 312, or POS 343
- 9 hours: Social Sciences 210, 220, 230.
- 6 hours or the equivalent proficiency of a foreign language.

Some of the courses required for the concentration 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.

The online Psychology Major (B.A. degree) Requirements (39 hours)

An online Bachelor of Arts degree in Psychology requires 36 semester hours online Psychology courses, plus Social Sciences 230, for a total of 39 hours. The semester hours required for the degree include:

- 21 hours: Psychology 120, 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 and online offerings.
- 6 hours: Social Sciences 220 & 230.

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.

Fees: A $30 fee is charged for the PSY 402, and PSY 493/494 courses.

Technology Requirements for Psychology Major/Minor

To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, psychology majors and minors 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. 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.
Required for Psychology majors, minors, and concentration.
Offered every 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 concentration.
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 concentration. 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 one, but not 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 concentration.
This course satisfies the Interdisciplinary criteria (IDS) for the 2014 Core Curriculum.
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.
This course satisfies the Writing Intensive (WI) and the Ethics (ET) criteria for the 2014 Core Curriculum.
Offered at departmental discretion. Required for Psychology majors, or PSY 330 may be substituted.

PSY 310. Community Based Applications for Social Science (3)
Prerequisite: PSY 120 or SOC 101.
This course provides a practical view of the social sciences including the social, cultural, and personality factors influencing community development. Students will use their analytical skills to explain various social issues in a variety of community settings using both contemporary and historical data. Academic and nonacademic careers in the social sciences will be explored. Intended for juniors and seniors in the Social and Behavioral Sciences department.
Psychology 310 and Sociology 310 are cross-listed. Students may receive credit for one, but not both courses.
Psychology 310 and Sociology 310 can be counted either for the Psychology or the Sociology major, but not for both.

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.
This course satisfies the Interdisciplinary criteria (IDS) for the 2014 Core Curriculum. Offered spring semester.

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.
This course satisfies the Writing Intensive (WI) criteria for the 2014 Core Curriculum.
Offered fall semester. Required for Psychology majors, or PSY 300 may be substituted.

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. 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 concentration.
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 concentration.
This course satisfies the Interdisciplinary criteria (IDS) for the 2014 Core Curriculum. 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 concentration. Offered spring semester.

PSY 402. Advanced Research Experience in Psychology. (2)
Prerequisite: PSY 120, SSC 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 concentration.
Lab fee: $30.
This course satisfies the Writing Intensive (WI) criteria for the 2014 Core Curriculum. 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 Independent Study rules and regulations 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 Internship regulations and restrictions on page 63.

Religion (REL)

Department of Humanities
David Rachels, Ph.D., Department Chair

Religion and Philosophy Faculty:
Professor: Wayne Kannaday, Ph.D.
Associate Professors: Mike Beggs, Ph.D.; Krista E. Hughes, Ph. D.; Christina Wendland, Ph.D.
Assistant Professor: Terry Dohm, Ph.D.

The Religion program benefits students by offering opportunities for both personal and professional growth. Students who study religion explore life's most important and challenging questions, such as "Why are we here?" and "What is the nature of reality?" Courses in religion challenge students to find answers to these questions while exposing them to thousands of years of conversation on life's most pressing themes.

Drawing on the relationships between religion, philosophy, the natural and social sciences, the Religion program offers students various opportunities both to clarify the essentials of a worldview and values with personal and communal implications, and to develop skills that include the ability to create and analyze arguments, to interpret texts, as well as to communicate effectively through writing and speech. Students who study religion are trained to evaluate ideas while creatively articulating their own. Because of their skills in reading, writing, and critical thinking, students in the Religion program are regularly admitted to law school, seminary, and other graduate programs and consistently score in the highest percentiles on professional and graduate school exams. In short, the interdisciplinary yet concentrated nature of religious studies proves to be both intrinsically worthwhile, and practically valuable for most career paths.

The B.A. in Religion at Newberry College offers three concentrations to allow the greatest flexibility for students. These include the Biblical Theology Concentration, the Church Leadership Concentration and the Philosophical

Theology Concentration. The Minor in Religion offers the greatest flexibility for pursuing answers to life's most important questions while also completing a major in almost any degree program offered at Newberry College.

The **Biblical Theology Concentration** 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. Students seeking seminary training who wish to strengthen their academic religious preparation should strongly consider this concentration. 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.

For students who feel called to ministry through the Church either in an ordained or lay capacity, the College offers a **Church Leadership Concentration** with special emphasis on Youth Ministry. Leaders in the Church must possess a wide range of skills to serve effectively and therefore this concentration is highly interdisciplinary. 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.

The **Philosophical Theology Concentration** offers a different approach to exploring the great questions of life. Using human experience, the intersection of abstract ideals and the investigation of the universe as a lens for examining Truth provides an important and helpful contrast to Biblical Theology. God's living presence invites new questions, new answers and new perspectives without losing connection with the biblical tradition. Students seeking seminary training or admission into graduate programs will find this concentration very useful in developing the abstract thinking, empathetic insight, critical analysis and communication skills which will contribute to their success.

Requirements for Major in Religion:

TOTAL = 41-42 hours

- **Foundations [12 hours]**
  - REL 12X
  - REL 113
  - PHI 120 ***or*** REL 213
  - REL 220

- **3 Concentrations [20-21 hours]**

Biblical Theology (21 hrs)	Church Leadership & Ministry(20 hrs)	Philosophical Theology (21hrs)
REL 301	REL 301	REL 350 ***or*** PHI 311
REL 302	REL 340 & Lab (4 hr)	PHI 101
REL 303	REL 250	PHI 330 Topics in Philosophy or PHI 322 The Examined Life
REL 305	PHE 117 (1 hr)	PHI 212 Philosophy of Human Nature ***or*** REL 232 Science and Religion
REL 203 ***or*** REL 207	PSY 120	PHI 320 Philosophy of Gender
REL 350 ***or*** PHI 311	PSY 230	300-400 REL ***or*** PHI Course
REL 481	REL 495	REL 481 or PHI 482

- **Additional Requirements [9 hours]**
  - 6 hours of a foreign language
  - 3 hours from GPD 320, SOM 101, OR COM 111

Requirements for Minor in Religion:
A REL 12X course, REL 220, and 12 hours of Religion at the level of 200 or above.

Core Curriculum:
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 upcoming academic year 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.
Satisfies 2014 Core Curriculum requirement for a Religion (REL) course. Offered at departmental discretion.

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. *Offered at departmental discretion.*

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. *NOTE: Students may not take both REL 110 and the REL 111-112 sequence as their content will overlap. Offered at departmental discretion.*

REL 113. Writing About Values and Virtues. (3)
Individuals who like to think about the application of values and virtues to life will be challenged to express themselves in creative and effective ways through writing. This Writing Intensive (WI) course seeks to improve the academic and practical writing skills of enrolled students. All Religion and Philosophy majors are required to take this class at the earliest opportunity. All other students who would like assistance to discuss and write about important issues in life are encouraged to enroll. *Does NOT satisfy 2014 Core Curriculum Requirements for a Religion (REL) course.*
Satisfies 2014 Core Curriculum requirement for Writing Intensive (WI).

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.
Satisfies 2014 Core Curriculum requirement for a Religion (REL) course. Offered at departmental discretion.

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.
Satisfies 2014 Core Curriculum requirement for a Religion (REL) course. Offered at departmental discretion.

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.
Satisfies 2014 Core Curriculum requirements for a Religion (REL) course. Offered at departmental discretion.

REL 124. Love in the Bible. (3)
A study of the concept of love in Judaism and early Christianity through an examination of selected texts in the Hebrew Bible and the New Testament. Emphasis will be given not only to the historical and literary background and meaning of the texts but also to their relevance for contemporary issues and humanity today.
Satisfies 2014 Core Curriculum requirement for a Religion (REL) course. Offered at departmental discretion.

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, page 140.Satisfies 2014 Core Curriculum requirement for Interdisciplinary (IDS). Offered at departmental discretion.*

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 reactions 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.
Satisfies 2014 Core Curriculum requirements for Civic Engagement (CE) and Global Learning 2 (GL2).
Offered at departmental discretion.

REL 213. Christian Ethics in a Changing Society. (3)
Prerequisite: REL 121, 122, or 123 completed with a grade of C or better.
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.
Satisfies 2014 Core Curriculum requirement for Ethics (ET). Offered at departmental discretion.

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.
Satisfies 2014 Core Curriculum requirement for Global Learning 1 (GL1).Offered at departmental discretion.

REL 221. Twisted Religion. (3)
This course studies the theologies and actions of religious extremists. Why do they so often resort to violence? What do they believe about the world and their place in it? How do people come to hold such extreme religious views? What are their political views? Students will learn about various perceptions of God and salvation, the role and flexibility of sacred texts, and the influence of human leaders.
Satisfies 2014 Core Curriculum requirement for Global Learning 2 (GL2). Offered at departmental discretion.

REL 230. Special Topics in Religion. (3)
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 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. *Offered at departmental discretion.*

REL 232. Science and Religion. (3)
Throughout history, humans have sought explanations for how the world works and for their place and purpose in the cosmos. These pursuits have produced seemingly contradictory approaches to truth and knowledge. This course explores these pursuits and their possible contradictions through the study of evidence developed in the sciences (physics and evolutionary biology), the social sciences (psychology), and religion. The goal of the course is to equip students with the means of evaluating the strengths and weaknesses of each disciplinary approach to answering life's fundamental questions. *Satisfies 2014 Core Curriculum requirement for Interdisciplinary (IDS). Offered at departmental discretion.*

REL 250. Christian Vocation and Church Leadership. (3)
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. *This course may not be taken to fulfill any Core requirement. Offered at departmental discretion.*

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.

REL 301. Jesus: His Religion and His Teachings. (3)
Prerequisite: REL 121, 122, or 123 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. *Satisfies 2014 Core Curriculum requirement for Writing Intensive (WI).*
Offered alternate years.

REL 302. The Hebrew Prophets: Their Times and Message. (3)
Prerequisite: REL 121, 122, or 123 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. *Satisfies 2014 Core Curriculum requirements for Writing Intensive (WI).*
Offered alternate years.

REL 303. Paul: His Life, Writings, and Continuing Impact. (3)
Prerequisite: REL 121, 122, or 123 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.*

REL 305. The General Epistles and the Johannine Literature. (3)
Prerequisite: REL 121, 122, or 123 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. *Satisfies 2014 Core Curriculum requirement for Writing Intensive (WI). Offered alternate years.*

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 of History, page 140. Satisfies 2014 Core Curriculum requirement for Civic Engagement (CE).*

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 321. Wealth, Poverty and the Biblical Heritage. (3)
The just use and distribution of wealth in a world filled with poverty has challenged people from the Ancient Israelites to 21st Century Christians. Beginning with biblical texts and sampling the writings and moral reflection of Christians to the present class participants will address the challenges of global poverty and its implications for Christians. Analysis of the socio-economic conditions of a Southern Hemisphere country will serve as a case study.
Satisfies 2014 Core Curriculum requirements for Global Learning 3 and Civic Engagement (GL3 & CE).
Offered at departmental discretion.

REL 325. 21st Century Christianity. (3)
The 21st Century promises to be an era of Christian resurgence marked by cultural struggles around the globe. Cultural, Political and Theological upheaval characterizes the rapid growth of Southern Hemisphere Christianity. Theologians and institutional developments in Africa, Asia, South America and the United States will frame class discussion of both the recent past and potential future of global Christianity.
Satisfies 2014 Core Curriculum requirement for Global Learning 3 (GL3).Offered at departmental discretion.

REL 340. Youth Ministry. (4)
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. In addition, the class will include a unit on *Christian Education programs.*
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 at departmental discretion.*

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. *Offered at departmental discretion.*

REL 481. Seminar on Religious Issues. (3)
Prerequisite: 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. (3)
Open only to juniors and seniors of demonstrated ability majoring or minoring in Religion and Philosophy.
Subject to Independent Study rules and regulations on page 62.

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 Internship regulations and restrictions on page 63. 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 Senior Essay rules and regulations on page 63.
Satisfies 2014 Core Curriculum requirements for a Writing Intensive (WI) course. Offered at departmental discretion.

Respiratory Therapy (RES) Online Completion Track

B.S.R.T. Program Director:
Dr. Jerry Alewine, Ed.D., RRT.

The Bachelor of Science in Respiratory Therapy is an online degree-completion program (*TOTAL:34 credit hours)* designed for licensed respiratory therapists seeking to earn their baccalaureate degree from Newberry College. Newberry Online courses are 7.5 weeks per subterm. Students can take a maximum of 15 credits per term (two subterms).

The Bachelor of Science in Respiratory Therapy program will provide students with additional knowledge, skills and attributes in leadership, management, education, research or advanced practice to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.

Program Learning Outcomes
Students in the Bachelor of Science in Respiratory Therapy program will:

- Articulate current professional and clinical roles, reviewing the history and changes in technology and knowledge base and future anticipated advancements.
- Demonstrate knowledge in critical care pathophysiology to interpret pertinent clinical information and make recommendations for appropriate therapeutic interventions.
- Demonstrate effective written and oral communication skills.
- Demonstrate the ability to access, critically assess and interpret literature related to clinical practice, administration, education and/or research.
- Demonstrate the ability to solve complex clinical situations as part of an inter-professional team, considering all viewpoints while remaining focused on patient-centered care.
- Develop the research skills related to clinical practice, administration, education and general industry for a successful career in respiratory therapy.

Admission Requirements for BSRT

The following requirements must be fulfilled to be accepted to the Newberry College BSRT degree-completion program:

- Completed a CoARC accredited associate's degree program in Respiratory Therapy with a 2.0 GPA or better
- Passed the CRT/RRT Credential offered by the National Board of Respiratory Care
- Active state license to practice Respiratory Therapy
- Active membership in AARC
- Active NBRC credential

Complete the Online Programs application for admission. Request a free credit evaluation by sending official transcripts from all academic institutions we will be considering for transfer credit. If you are accepted for admission, we'll provide a free credit evaluation and Degree Completion Roadmap so you'll know exactly where you stand now and what comes next.

Core Requirements

BSRT students must meet the Newberry College Online Core requirements. Transfer credit for previous college-level coursework is evaluated by the Registrar's Office on an individual basis.

Course Descriptions

RES 310: Ethics and Professionalism (3)

This course considers ethical theories and leadership applicable to the respiratory care practitioner using scholarly inquiry including case studies. Students will analyze ethical dilemmas in acute and chronic care. Students will discuss ethical and legal circumstances across the life span in diverse socioeconomic and cultural circumstances. Students will conduct a review of various leadership models and the application of the perspectives in respiratory care.

RES 312: Education Theory and Practice (3)

This course will review the basic processes of education. Topics will include learning styles, developing objectives, teaching methods, questioning and problem-solving methods, characteristics and roles of the clinical instructor and the use of appropriate evaluation instruments.

RES 314: Pharmacology in Disease Management for Respiratory Care (3)

This course takes a disease management approach to patient care with an emphasis on the role of pharmacology in disease management. Content advances a basic understanding of the concepts and principles of pharmacology used in the treatment of the cardiopulmonary patient.

RES 321: Advanced Airway Management for Respiratory Care (3)

This course will provide instruction of airway management to include artificial airways, intubation, and specialty gases.

RES 330: Advanced Critical Care Monitoring (3)

Co-requisite: RES 321

A study of advanced cardiopulmonary monitoring used in critical care. Emphasis will be placed on hemodynamic monitoring, ECG interpretation, mechanical ventilation waveform graphic analysis, diagnostics lab values, imagining and capnography.

RES 331: Cardiopulmonary Nutritional Care (3)

A review of the nutritional needs, fluids and electrolyte balances of the cardiopulmonary patient. Emphasis will be placed on the nutritional components associated with various pathophysiological states associated with acute and chronic needs.

RES 333: Emergency and Disaster Management (3)

Pre-requisite: RES 321

This course will discuss methods of emergency preparedness including public outreach and education as well as the development of emergency operational plans as they apply to the cardiopulmonary patient.

RES 401: Advanced Pathophysiology in Critical Care (3)

Pre-requisite: RES 321

An in-depth review of adult disease processes affecting the body. Particular attention will be placed on the correlation of disease processes and the infectious processes as they affect the respiratory system.

RES 402: Community Health and Rehabilitation (3)
This course focuses on determinants of health of individuals and the challenges faced by communities as they work to improve the health of their residents. The student will develop plans to maximize the use of community resources to address both acute and chronic respiratory conditions.

RES 403: Applied Disease Management (3)
Pre-requisite RES 330
This course will present disease states and the management strategies associated. Students will review and analyzed effectiveness of therapist driven protocols. Utilizing assessment outcomes, students will develop protocols applicable to the disease process.

RES 410: Respiratory Therapy Capstone (3)
Pre-requisite: RES 401 and RES 403
Experience within a chosen area of focus area (pediatric care, neonatal, adult critical care, trauma, management, or education). This course is the culmination of the BSRT program. The successful capstone project is vested in a research effort that demonstrates a thorough knowledge of a tactic within the focus area. The intent is documented expansion of the body of knowledge within respiratory care.

Science (SCI)

Department of Sciences and Mathematics
Bret Clark, Ph.D., Department Chair

Science Faculty:
Adjunct Instructors: Cynthia Aulbach, M.S., M.A.T.; Ernest Lyerly, B.S.; Carmella Powell, M.A.T.; Paula Weinspach, M.Ed.

Laboratory Fee
A $95 fee is charged each semester for each laboratory course. Lab courses receive four semester hours of credit. A $125 Teacher Education Program fee is charged for SCI 321.

Core Curriculum
SCI 110 and 120 satisfy **Core Curriculum** requirements as a Laboratory Science (LSC) course.

Technology Requirements
To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students in the Department of Science and Mathematics own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements.

Course Descriptions

SCI 100. Freshman Seminar. (1)
Students will explore specific career goals and map their path to success. Students will learn study habits specific to science courses and participate in teambuilding activities to engage with others in their major as a resource for learning. *Offered fall semester.*

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. Satisfies Lab Science (LSC) 2014 core requirement. 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 every semester. Satisfies 2014 Core Curriculum requirements for an Ethics (ET) course.

SCI 120. Introduction to Physical Science. (4)
Prerequisite: 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. A laboratory fee of $95 is charged for this course.
Satisfies 2014 Core Curriculum requirements for a Laboratory Science (LSC) course. Offered every semester.

SCI 200. Sophomore Seminar. (1)
Students will learn to prepare a cover letter and build a preliminary resume. Students will search and apply for grants, research opportunities (REU), and internships. *Offered fall semester.*

SCI 321. Methods of Teaching Secondary Science. (3)
Prerequisites: BIO 121, CHE 114, and EDU 300. 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.
30 hours of field experience with a certified science teacher will be required.Required for teacher certification in the natural sciences. Offered as needed. A $125 Teacher Education Program fee is charged.

Social Media (SOM)

Department of Arts and Communications
Professor Pat Gagliano, M.F.A., 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.

Fees: A $95 fee is charged for SOM 101.

Core Curriculum
SOM 101 *Introduction to Social Media* satisfies Core Curriculum requirements in **Global Learning** (GL 2).

Technology Requirements for the Department of Arts and Communications
To meet Program Learning Outcomes for the 2019-20 academic year and to provide access to technology, Social Media students will be required to provide themselves with a laptop computer and Smartphone with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements. Social Media students need program functions unavailable through Windows 365. Social Media students learn to use software such as Photoshop, Illustrator, and InDesign on Apple platform; therefore, an Apple computer is preferred.

Students are expected to use current industry-standard computer technology. Students are required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information, and to communicate with academic advisors. Computers will also be used for coursework, research, and presentations.

Digital Marketing
SOM 101, *Introduction to Social Media*, is a required course for students working toward the **Bachelor of Science degree** in **Digital Marketing**. This program of study is an interdisciplinary mix of courses in Business Administration, E-Commerce, Communications, Graphic Design, and Social Media to meet the vocational needs of students in a rapidly growing internet community. For more information on the Digital Marketing degree, see page 116.

Course Description

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. *A $95 fee will be charged for this class.*
SOM 101 satisfies the 2014 Core Curriculum requirements for ***Global Learning*** *(*GL 2). *Offered spring semester.*

Social Sciences (SSC)

Department of Social and Behavioral Sciences
Vinetta Goodwin Witt, Ph.D., Department Chair

Social Sciences Faculty:
Associate Professor: Marilyn Marek Schroer, Ph.D.
Associate Professor: Sara Peters, Ph.D.
Assistant Professor: Naomi Simmons, Ph.D.

Technology Requirements for Social Sciences
To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, social science 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. 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 210. Technology for the Social Scientist (3)
This course introduces students to technology, and the problems and solutions it provides. Students will learn to use the suite of Microsoft products/technology packages and apply their knowledge through the lens of a Social Science themed inquiry across the semester.
Restricted to Social & Behavioral Sciences Majors: CRJ, POS, PSY, SOC, INS, SWK. Offered every semester.

SSC 220. Research Methods for the Social Scientist (3)
Prerequisite: PSY 120 OR SOC 101
This course is designed to introduce you to the basics of research methodology within the social sciences. It focuses on methods of research; specifically, experimental and survey design, as well as focus group methodology. In addition, this course introduces oversight bodies that govern research within institutions. *Offered fall semester.*

SSC 230. Introduction to Statistics for Social Scientists. (3)
Prerequisite: MAT 111 or higher, excluding MAT 221 or 222.
An introduction to basic skills and concepts. Includes descriptive statistics, probability, hypothesis testing, chi-square, and correlation analysis.
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
Vinetta Goodwin Witt, Ph.D., Department Chair

Sociology Faculty:
Professor: Vinetta Goodwin Witt, Ph.D.
Adjunct Professor: Martha Dorrell, MSW,

Technology Requirements for Social Work Minor

To meet Program Learning Outcomes and to provide access to technology, social work minors 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. 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 Internship regulations and restrictions on page 63.*

Sociology (SOC)

Department of Social and Behavioral Sciences
Vinetta Goodwin Witt, Ph.D., Department Chair

Sociology Faculty:
Professor: Vinetta Goodwin Witt, Ph.D.
Assistant Professor: Naomi Simmons, Ph.D.
Adjunct Faculty: Patricia Danielle Lewis, 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;
- 12 hours: Four 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.

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 courses that satisfy the 2014 Core Curriculum are designated in the course descriptions.

Technology Requirements for Sociology Major/Minor
To meet Program Learning Outcomes and to provide access to technology, sociology majors and minors 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. 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 criminal justice and sociology majors. 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.
This course satisfies the Civic Engagement criteria (CE) and the Global Learning criteria (GL2) for the 2014 Core Curriculum. 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 criminal justice and sociology majors and minors.
This course satisfies the Civic Engagement criteria (CE) for the 2014 Core Curriculum. Offered fall semester.

SOC 216. Inequalities in Sports. (3)
Prerequisite: none
This course will use a sociological perspective to identify and analyze the sources of social inequality within and among organizers, participants, and spectators of sports. Theories from sociology (such as conflict, functional, and symbolic interaction) will be used to critically explore how sports are the products of social relations and institutions that reflect already existing inequalities related to issues of race, income, deviance, gender, and sexuality. At the completion of this

course, students will have a greater understanding of the driving forces of social inequality and the ways in which they are interconnected with the development of sports as a social institution.
This course satisfies the Interdisciplinary criteria (IDS) for the 2014 Core Curriculum. Offered spring semester, odd-numbered years.

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.
This course satisfies the Interdisciplinary criteria (IDS) for the 2014 Core Curriculum. Offered spring semester, even-numbered years.

SOC 218. Sociology of Education. (3)
Prerequisite: SOC 101 or 102.
This course will explore sociological research and theories that are useful for conducting a critical examination of educational institutions and practices in the United States. Students will examine the ways in which schools reinforce and/or challenge prevailing social, economic, and political relationships through discussions of topics including educational inequality, the dynamics of race, class, and gender in education, standardized testing, school choice, and higher education. The course will focus on the ways that social inequalities are reproduced through schools, and the way that identities are formed through education. *Offered at the department's discretion.*

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. This course satisfies the Interdisciplinary criteria (IDS) for the 2014 Core Curriculum. Offered fall semester, odd-numbered years.

SOC 246/CRJ 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 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.
Required for criminal justice majors and social work minors. This course satisfies the Global Learning criteria (GL3) for the 2014 Core Curriculum. Offered fall semester, even-numbered years.

SOC 310. Community Based Applications for Social Science (3)
Prerequisite: SOC 101 or SOC 102.
This course provides a practical view of the social sciences including the social, cultural, and personality factors influencing community development. Students will use their analytical skills to explain various social issues in a variety of community settings using both contemporary and historical data. Academic and nonacademic careers in the

social sciences will be explored. *Intended for juniors and seniors in the Social and Behavioral Sciences department. Offered spring semester, even-numbered years.*
Cross listed with PSY 310. Community Based Applications for Social Science.

SOC 317. Sociology of Gender. (3)
Prerequisite: SOC 101 or SOC 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 (GL3) 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 (GL3) 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 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 requires the use of a laptop and Statistical Package for Social Science (SPSS).
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 (GL3) for the 2014 Core Curriculum.
Offered spring semester, odd-numbered years.

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 Independent Study rules and regulations on page 62.*

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 Internship regulations and restrictions on page 63.

Spanish (SPA)

Department of Humanities
David Rachels, Ph.D., Department Chair

Spanish Faculty:
Professor: Gregory K. Cole, Ph.D.
Adjunct Faculty: Mary Shepherd, M.A.

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 Ms. Mary Shepherd in the Center for Student Success.

Spanish Major Requirements (38 hours)

Requirements for a major in Spanish are 38 hours: SPA 101, 102, 103 (2 hours), 201, 202, 301, 302, 313 or 314, and 15 hours of Spanish electives 303 and above. NOTE: Spanish majors who exempt SPA 101, or SPA 101 and102, 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 upcoming academic year 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.
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.
Satisfies 2014 Core Curriculum requirement for foreign language (FLC).
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.
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.
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 satisfies 2014 Core Curriculum requirement for foreign language (FLC).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.
Satisfies 2014 Core Curriculum requirements for Global Learning 3 (GL3). 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: SPA 102 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 Independent Study rules and regulations on page 62.

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 Senior Essay rules and regulations on page 63.

Sport Management (SPM)

Department of Sport Professions
Rev. Dr. Christina L. Wendland, Ph.D., Interim Department Chair

Sport Management Faculty:
Associate Professors: Natasha Ferguson Dennison, Ed.D.; John Lesaine, Ed.D.; Gretchen Haskett, M.A.
Assistant Professor: Rebekah Dixon, M.S.

Sport Management Major (57 hours)
The Sport Management major requires a total of 57 hours.

- 3 hours: ACC 210
- 3 hours: BUA 210 or 361 or 462
- 6 hours: BUA 220 and 260
- 3 hours: COM 111
- 6 hours: ECO 210 and 220
- 3 hours: MAT 111
- 6 hours: PHE 229 and 382
- 27 hours: SPM 181, 200, 300, 325, 331, 332, 400, 442, 451, and 495

ECO 210 may meet 2014 Core requirement for Quantitative Literacy (QLC).
MAT 111 may meet 2014 Core requirement for Designated Math (MAT).
PHE 229, PHE 382, SPM 325(PHE 325) and ACC 210 may meet 2014 Core requirement for Interdisciplinary (IDS). (One IDS must come from outside of major to meet 2014 Core requirements).
SPM 442 and BUA 260 may meet 2014 Core requirement for Writing Intensive (WI).
SPM 400 may meet 2014 Core additional graduation requirement: Professional Knowledge & Experience
SPM 495 may meet 2014 Core additional graduation requirement: Experiential Learning

Sport Management Minor (15 hours)
The Sport Management minor requires a total of 15 hours.

- 15 hours: SPM 181, 325, 331, 332, and 451

SPM 325 (PHE 325) may meet 2014 Core requirement for Interdisciplinary (IDS). (One IDS must come from outside of major to meet 2014 Core requirements).

Conversions for Physical Education Sport Management Courses to Sport Management Courses

Pre-2016-17 Requirement	2019-20 Requirement
PHE 181	SPM 181
PHE 325	SPM 325
PHE 442	SPM 442
PHE 451	SPM 451
PHE 495	SPM 495

Course Descriptions for Sport Management

See course descriptions in Accounting (ACC)
See course descriptions in Business (BUA)
See course description in Communications (COM)
See course descriptions in Economics (ECO)
See course descriptions in Math (MAT)
See course descriptions in Physical Education (PHE)

Technology Requirements

To meet Program Learning Outcomes for the upcoming academic year and to provide access to technology, it is highly recommended that students own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer.

All Sport Management students are expected to use the same computer technology required in the workplace. Students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicate with academic advisors. Also, computers will be used to complete assignments, do research and create presentations. Students should see courses descriptions for specific course requirements.

Since Sport Management majors have required courses in different subject areas such as Accounting, Business Administration, Economics, Communication, Mathematics, and Physical Education, students should see each section of the catalog for specific requirements.

Course Descriptions

SPM 181 (PHE 181). Introduction to Sport Management. (3)
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. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required. Offered every semester.*

SPM 200. Career Exploration Seminar in Sport Professions I. (1)
This course is designed to provide students with the resources needed to achieve academic success and will expose students to a variety of career opportunities within the field of sport professions. Students will learn skills needed to successfully prepare and obtain employment leading to a successful career in the sport industry. The course will concentrate on the students' individual interests, abilities, aptitudes and how these features relate to diverse career prospects in the sport industry. Additionally, students will be introduced to various sport professions careers through practical experience. Students will invest a minimum of 10 hours at approved sites. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required. Offered every semester.*

SPM 300. Internship Preparation Seminar in Sport Professions II. (1)
Prerequisites: SPM 200 (Career Exploration Seminar in Sport Professions II)
This course will expose students to a variety of internship and career opportunities within the field of sport professions. Students will learn skills needed to successfully prepare and obtain internships and /or employment leading to a successful career in the sport industry. The course will concentrate on the students' individual interests, abilities, aptitudes and how these features relate to diverse career prospects in the sport industry. Additionally, students will be introduced to various sport professions careers through practical experience. Students will invest a minimum of 10 hours at approved sites. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required. Offered every semester.*

SPM 325 (PHE 325). Organization and Administration. (3)
A study of administrative structure, program philosophy, and 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. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required. Satisfies 2014 Core requirement: Interdisciplinary (IDS.) Offered every semester.*

SPM 331 (PHE 333). Sport Law, Ethics and Governance. (3)
This course examines governance and policy development in sport management. Topics include studying managerial activities related to sport governance within various agencies in sport, at the high school, collegiate, professional and international levels. Further topics are will be to focus on ethical and social issues within sport organizations, as well as the legal issues prevalent in today's sports world: Gender Equity, Proposition 42 and 48, NCAA compliance, Negligence, Due Process and Liability. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel suggested. Offered fall semester.*

SPM 332 (PHE 333). Sport Marketing and Sponsorship (3)
A study of sport marketing in our modern society with an emphasis on sport sales. The course will focus on research and development, sport promotions, sport sponsorship, advertising and sport merchandising and distribution of sporting goods. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel suggested. Offered spring semester.*

SPM 400. Internship Seminar in Sport Professions III. (1)
Prerequisites: SPM 300 (Internship Preparation Seminar in Sport Professions II)
Co-requisites: SPM 495
This seminar is the capstone course of the sport management program. This course integrates material from previous courses and requires the student to develop a comprehensive, customized portfolio and an oral presentation. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel suggested. Satisfies 2014 Core Additional Graduation requirement: Professional Knowledge & Experience Offered every semester.*

SPM 442 (PHE 442) Research in Sport Management. (3)
Prerequisite: ENG 113 grade of "C" or higher
Limited to majors in Sport Management.
The study of various research within sports management including: understanding, reading, conducting, and publishing.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel suggested.
Satisfies 2014 Core graduation requirement: Writing Intensive (WI) tag. Offered spring semester.

SPM 451 (PHE 451). Event and Facility Management. (3)
Prerequisites: SPM 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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel suggested.
Offered spring semester.

SPM 491, 492. Independent Study. (1-3, 1-3).
Research project and / or field experience in sport management.
Open to Sport Management major or minors. Must be approved by the Department Chair. Subject to rules and restrictions in the Independent Study section under Academic Programs and Opportunities of the Academic Catalog. Offered at the discretion of the department.

SPM 495 (PHE 495). Internship. (6)
Co-requisites: SPM 400
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 concentration or Sport Management major, 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.
Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required.
Satisfies 2014 Core Additional Graduation requirement: Experiential Learning. Offered every semester.

SPM 496 Internship II. (6)
Prerequisite or Co-requisites: SPM 400 & SPM 495
The internship experience II will benefit 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.
Recommended: ALL Fine Art and Lecture (FAL) requirements and CACP requirements are met.
The internship experience is open only to those students who are enrolled in either the Leisure Services concentration or Sport Management major, have a minimum 2.0 cumulative GPA, and have received permission of the Department Chair to participate in the internship via the Internships Application process. Subject to Newberry College internship regulations and restrictions, page 63. Offered fall and spring semesters only.

Teacher Education (ECE) (ECM) (EDU) (ELE) (EMD)

Department of Teacher Education
Melissa Awenowicz, Ph.D., Department Chair

Education Department Faculty and Staff:
Associate Professor: Melissa Awenowicz, Ph.D.; Daphne Poore, Ed.D.
Assistant Professors: Don Lawrimore, M.Ed.; Deborah Poston, M. Ed., Jared Woolstenhulme, M.Ed.
Adjunct Faculty: Norma Price, M.Ed.; Paula Weinspach, M.Ed.; Fran Senn, Ed.S.; Marcia Baxter, M.Ed.
Coordinator of Clinical Experiences: Deborah Poston, M.Ed., NBCT
Teaching Fellows Campus Director and Teacher Cadet Campus Director: Paula Weinspach, M.Ed.
RETAIN Center of Excellence Co-Directors: Deborah Poston, M.Ed. and Daphne Poore, Ed.D.

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 PreK-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 Council for the Accreditation of Educator Preparation (CAEP). This accreditation covers initial teacher preparation programs at Newberry College. CAEP 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 CAEP 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 Society of Health and Physical Educators (SHAPE) and the South Carolina Department of Education.

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 be certified by the state of South Carolina, candidates must pass all required PRAXIS II and PLT series tests and meet all certification requirements.

Students who plan to qualify for certification at the **secondary or PreK-12 level** should major in the academic discipline 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 PreK-12 certification in Music or Physical Education. Graduation with a degree or concentration in Education does not guarantee state certification. In order be certified by the state of South Carolina, candidates must pass all required PRAXIS II and PLT series tests and meet all certification requirements.

Candidates take EDU 224, EDU 228, and EDU 230 during their freshman year. 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 education courses required for the secondary education concentration are EDU 232, EDU 342, EDU 350, 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:

PreK-12 (Music, Physical Education)..... Pre-Kindergarten - Grade 12 (licensure program)
Early Childhood ..... Pre-Kindergarten - Grade 3 (licensure program)
Early Childcare Management……Birth –Kindergarten (non-licensure program)
Elementary ..... Grades 2 –6 (licensure program)
Middle School ..... Grades-5- 8 (licensure program)
Secondary (Biology, Chemistry, English, Mathematics, Social Studies).... Grades 9 – 12 (licensure program)

Early Childhood Education Majors (licensure program)

All courses in Education and Major must earn a C or better to be used for graduation and certification requirements.

- **Required Professional Education Courses for Early Childhood Education**
  EDU 224, 228, 230, 232, 300, 341, 350, 382, 480, and 483
  ECE 221, 233, 240, 260, 352, 435, 436, 437, and 438, 457
- **Additional Required Courses Above Core Requirements**

PHE 210, HIS 120, MAT 221, MAT 222, 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

Early Childcare Management (non-licensure program)

All courses in Education and Major must earn a C or better to be used for graduation requirements.

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 Management Majors

- **Required Courses in Education and Early Childcare:**
  EDU 224, 230, 232; ECE 240, 260, and 352
- **Required Courses in Early Childcare Management:**
  ECM 310, 330, 350, 410, 430, 450, 470, 480, and 483
- **Required Courses in Business Administration:**
  BUA 363 and 477

Elementary Education Majors (licensure program)

All courses in Education and Major must earn a C or better to be used for graduation and certification requirements.

- **Required Professional Education Courses for Elementary Education Majors:**
  EDU 224, 228, 230, 232, 300, 341, 350, 382, 480, and 483;
  ELE 221, 260, 353, 445, 446, and 448, and 457

- **Additional Required Courses Above Core Requirements:**

PHE 210, HIS 120, GEO 135, MAT 221, MAT 222, 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

Middle Level Education Majors (licensure program)
All courses in Education and Major must earn a C or better to be used for graduation and certification requirements.

- **Required Professional Education Courses for Middle Level Education Majors:** EDU 224, 228, 230, 232, 300, 342, 350, 382, 455, 480, and 483; EMD 335 and 336
- Middle Level majors must be highly qualified in one content area (English, Math, Science, or Social Studies) and therefore will take one middle level content methods class (EMD 436, 437, 438, or 439) depending on the areas of concentration.
- Middle level majors may elect to major in two content areas and will therefore take two middle level content methods courses and two discipline concentration course sequences listed below. If seeking two areas of certification, corresponding Praxis exams will need to be taken.
- Candidates with an English concentration take ENG 211, 302, or 312, ENG 220, ENG 230, ENG 233, ENG 250, ENG 322, ENG 458 and ENG elective or interdisciplinary ENG/EDU independent study.
- Candidates with a math concentration take MAT 150, if needed, MAT 200, MAT 211, MAT 212, MAT 227, MAT 334, MAT 335, and MAT 225 or interdisciplinary MAT/EDU independent study.
- Candidates with a science concentration take BIO 121, CHE 113, SCI 110, SCI 120, SCI 114, and BIO 201, BIO 212, BIO 122, ENG 112 or an interdisciplinary SCI /EDU independent study.
- Candidates with a social studies concentration take ECO 210, GEO 135, HIS 120, HIS 111, HIS 112, HIS 310, HIS 320, HIS 280, POS 121, or interdisciplinary HIS/EDU independent study.

Admission to the Teacher Education Program

Candidate admission to the Teacher Education Program is monitored through the Department of Teacher Education. 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 228, EDU 230, and 300.
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 (22 or higher on the ACT, 1100 or higher on the two part SAT, 1650 or higher on the three part SAT, minimum 550 in Math SAT to exempt Math and 550 combined reading and Writing to exempt Reading and Writing Core).
3. Minimum overall grade point average (GPA) of 3.0

   ****If a candidate has a GPA of 2.75-2.99, and an otherwise very strong application, a disciplinary content GPA of 3.0 may be accepted in lieu of the overall GPA of 3.0.**
4. Reflective essay following a specified writing prompt. The essay will deal with experiences that have prepared the teacher candidate to work with children or young adults, personal reasons for wanting to study education, and ways the teacher candidate can contribute or impact schools and students.
5. Evidence of positive professional dispositions for teaching as noted by two faculty responses on Disposition Evaluation forms.

Admission to the Internship

A candidate must apply for initial licensure at least **seven months in advance of placement** and be approved to student teach by the Coordinator of Clinical Experiences no later than February 15 for a fall internship and no later than March 30th for a spring internship. Confirmation and verification for student teaching eligibility will be made at the end of the semester prior to student teaching where a GPA of 3.0 will be confirmed and grades will be checked: all grades in education and courses for major must be a minimum of C to continue on to student teaching.

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 have fingerprinting completed 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 3.0 in the major/content area with a minimum grade of "C" in each course.
2. Minimum GPA of 2.75 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 as indicated by the series of Dispositional Evaluations conducted throughout the program.

NOTE – Candidates must show evidence of having taken PRAXIS II and PLT exams prior to graduation.

Completion of the Teacher Education Program and Majors

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 major/content area, education, and education-required courses with an overall GPA of at least 3.0 with grades of at least a "C".
3. Successful completion of EDU 480 Internship and EDU 483 Internship Seminar with grades of at least "C".

Recommendation for Certification

To become recommended for certification all of the above (1-3) need to be met; in addition, to be recommended for certification

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 designated 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)
Chemistry (Secondary)
English (Secondary)
Mathematics (Secondary)
Music (PreK-12)
Physical Education (PreK-12)
Social Studies (Secondary)

Fees: The Teacher Education Program charges a series of $125 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 upcoming academic year and to provide access to technology, it is highly recommended that students own a laptop with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements (see next paragraph).

All Teacher Education students are expected to use the same computer technology required in the public and private PreK-12 classrooms. Students are required to check email daily and use a computer to monitor their academic progress in *Wolf Den*. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information and communicate with academic advisors. Also, computers will be used to complete assignments, do

research and create presentations. Specifically, students enrolled in **EDU 382: Technology and Teaching** must have **in class** a laptop (not an iPad) with specifications stated in WolfDen under the Technology Tab.

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. ECM candidates may take ECE 240, ECE 260, and ECE 352.

This is a suggested, not prescriptive, schedule.

	Fall	Spring
Freshman	EDU 224 EDU 228 (F or S)	EDU 230 EDU 228 (F or S)
Sophomore	EDU 300A *EDU 110, 111, 112	EDU 350A *EDU 110, 111, 112
Junior	ECE 233 ECE 221 ECE 240 ECE 352 EDU 232	ECE 435 ECE 436 ECE 437 ECE 260
Senior	ECE 438 EDU 341 EDU 382 ECE 457	EDU 480 EDU 483

***Praxis Lab Course 1 credit each for those students who have not passed the Praxis exam(s).**

ECE 221 Children's Literature. (3)
Prerequisite: Admission to the Teacher Education Program.
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. $125 Teacher Education Program fee is charged. Offered fall semester.

ECE 233. Early Childhood Curriculum and Assessment. (3)
Prerequisite: Admission to the Teacher Education Program.
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)
Prerequisite: Admission to the Teacher Education Program.
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)
Prerequisite: Admission to the Teacher Education Program.
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.
12 hours of clinical experience required. $125 Teacher Education Program fee is charged.

ECE 435. Methods and Materials for Early Childhood Science. (3)
Prerequisite: Admission to the Teacher Education Program.
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. A $125 Teacher Education Program fee is charged. Offered spring semester.*

ECE 436. Methods and Materials for Early Childhood Mathematics. (3)
Prerequisite: Admission to the Teacher Education Program.
A study of methods and materials for teaching mathematics in the K-3classroom. 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. A $125 Teacher Education Program fee is charged.
Offered spring semester.

ECE 437. Teaching an Integrated Curriculum. (3)
Prerequisite: Admission to the Teacher Education Program.
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. 12 *hours of clinical field experience required. A $125 Teacher Education Program fee is charged. Offered spring semester.*

ECE 352. Instructional Practices for Literacy and Language Development in Children. (3)
Prerequisite: Admission to the Teacher Education Program.
A study of the content and process of the teaching of reading including phonemic awareness, phonics, comprehension and vocabulary and fluency skills in grades PreK-3.
12 hours of clinical experience required. A $125 Teacher Education Program fee is charged. Offered fall semester.

ECE 438. Methods and Materials for Social Studies. (3)
Prerequisite: Admission to the Teacher Education Program.
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 $125 Teacher Education Program fee is charged. Offered fall semester.

ECE 457. Assessment: Reading Diagnosis and Remediation. (3)
Prerequisite: Admission to the Teacher Education Program, Successful completion of ECE 352 with a C or better.
A study of the diagnostic-prescriptive approach to the teaching of reading (grades PreK-3). Special emphasis is placed on understanding and utilizing various diagnostic instruments and implementing remedial techniques. *12 hours of clinical field experience required. A $125 Teacher Education Program fee is charged. Offered spring 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.

This is a suggested, not prescriptive, schedule:

	Fall	Spring
Freshman	EDU 224	EDU 230 EDU 228
Sophomore	EDU 232	
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	ECM 480 ECM 483

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.

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.

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.

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.

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.

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.

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.

ECM 480. Supervised Internship. (12)
Prerequisites: Completion of all major courses with a grade of C or better and successful admission to the Internship. Co-requisite: ECM 483.
This course is designed to provide experience useful in stimulating and guiding the learning activities of students, developing teaching and management skills of a high order, and promoting professional attitudes that are necessary for successful teaching and childcare management. *A $125 Teacher Education Program fee is charged.*

ECM 483. Seminar. (3)
Prerequisites: Completion of all major courses with a grade of C or better and admission to the Internship. Co-requisite: ECM 480
This course is a campus seminar held during the internship with an emphasis on current issues and concerns in teaching/childcare management. *A $125 Teacher Education Program fee is charged.*

Education (EDU)

EDU 110 Praxis Core Lab (0-3)
Section A Reading Section B Math Section C Writing
This lab will target students in becoming familiar with the format of the Praxis Core Exam along with the material covered on the exam, in honing specific math, reading, and writing skills and strategies, and in reducing test anxiety.

*All prospective education students take CORE during the semester they take EDU 230 [typically the freshman or sophomore year] unless they are exempt from the CORE, (ACT 22 or higher and/or SAT score 1100 or higher). If a student has failed a subtest and wishes to continue to pursue a degree or concentration leading to licensure in Education, he or she is required to take this lab. This lab may be taken multiple times. Students may register for Section A, B, or C, all three, or any combination of the sections to address their individual needs.

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. Offered fall and spring semesters.*

EDU 228. Foundations of Literacy. (3) (WI)
A study of the definition and various forms of literacy, how literacies are developed as a person lives life and becomes educated in various ways, including schooling. The theme of Literacy/Reading and Writing is stressed throughout every course activity as students learn how to facilitate the literacy development of themselves and others by creating supportive environments for children, diverse language learners, adolescents and adults who struggle with literacy; by extending and refining their understanding of reading and writing processes and development; by providing opportunities to implement effective reading and writing strategies; and by encouraging participants to become reflective decision-makers as consumers and teachers of literacy. *Offered fall and spring semesters.*

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. During this course students are required to sit for the Core reading, mathematics, and writing tests with Newberry College listed as a score recipient or provide evidence of exemption based on college entrance exams (22 or higher on the ACT, 1100 or higher on the two part SAT, 1650 or higher on the three part SAT).
Required of all education candidates. Candidates should take EDU 224 and EDU 230 in different semesters. 4 hour field experience is required. A $125 Teacher Education Program fee is charged. Offered spring semester.

EDU 300 Assessment for Learning. (3)
This course is designed to assist teacher candidates in understanding the choices involved in selecting instructional strategies, options for assessment and evaluation, and an introduction to the Teacher Education Lesson Plan components. 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 create lesson plans aligned with the South Carolina standards.
15 hours of clinical field experience required. Required of all teacher candidates except for BME. Section A is for Early Childhood and Elementary majors. Section B is for Middle Level, Secondary, and PHE majors.
A $125 Teacher Education Program fee is charged. Offered every semester.

NOTE: All candidates must pass or exempt PRAXIS 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 232. Inclusive, Equitable, and Differentiated Instructional Practices. (3)
No matter what discipline or grade level an instructor is teaching, it is readily apparent in every classroom that unique talents, characteristics, needs, contexts, skills, and goals of each student complicate the planning, instruction, and assessment of the course material. This course will help candidates understand the importance of context [personal, classroom, school, community, social, cultural, economic] in teaching, but more importantly, how to ensure that each student is equipped with the tools, strategies, instruction, and materials he or she needs to effectively achieve in an equitable and safe learning environment. Identification and understanding of different types of disabilities [dyslexia, autism, ADD, EMR, etc.] as well as laws and academic language associated with special education [IDEA, IED, 504, inclusion], will be expected of all course completers.
Required of all education candidates.12 hours field experience required. A $125 Teacher Education Program fee is charged. Offered every semester.

EDU 350. Advanced Assessment. (3)
Prerequisite: Admission to the Teacher Education Program.
This course is designed to provide teacher candidates with experiences in advanced assessment ideas. Content will include individual and standardized assessment analysis, how to read/understand the data, the importance and participation in a PLC and Data Team, understanding and distinction between norm-referenced and criterion-referenced assessments, and Assessment Action Research. *Required of all education candidates. Section A is for Early Childhood and Elementary majors. Section B is for Middle Level, Secondary, and PHE majors. 15 hours of clinical field experience are required. A $125 Teacher Education Program fee is charged. Offered every semester.*

EDU 341. Classroom Environment for Early Childhood and Elementary Classrooms. (3)
Prerequisite: Admission to the Teacher Education Program.
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. 12 hours of clinical field experience required.
Required of early childhood and elementary candidates. PHE candidates should take PHE 305 to meet this requirement. 15 hours of clinical field experience required. A $125 Teacher Education Program fee is charged.
This course satisfies the Ethics criteria (ET) and Writing Intensive criteria (WI) for the 2014 Core Curriculum. Offered fall semester.

EDU 342. Classroom Environment for Middle and High School Classrooms. (3)
Prerequisite: Admission to the Teacher Education Program.
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.
Required of middle level and secondary candidates. PHE candidates should take PHE 305 to meet this requirement. A $125 Teacher Education Program fee is charged.
This course satisfies the Ethics criteria (ET) for the 2014 Core Curriculum. Offered spring semester.

EDU 382. Technology and Teaching. (3).
Prerequisite: Admission to the Teacher Education Program.
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.
*Students in this course are required to have **in class each day** laptops (not iPads) with specifications listed in Wolf Den under the Technology Tab.12 hours of clinical field experience required. A $125 Teacher Education Program fee is charged. Offered every semester.*

EDU 455. Content Area Literacy in Middle and High Schools. (3)
Prerequisite: Admission to the Teacher Education Program.
A study of the content and process of using literacy strategies to improve content area instruction at the middle and secondary school levels, particularly for adolescents who struggle with reading-
Required of all candidates in middle school, secondary and PK-12 programs. 20 hours of clinical field experience required. A $125 Teacher Education Program fee is charged. Offered fall semester.

EDU 480. Internship. (All Licensure Programs). (12)
Prerequisites: Completion of all major courses with at least a "C" or better 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 leading to licensure. A $125 Teacher Education Program fee is charged. Offered every semester.

EDU 483. Internship Seminar (All Licensure Programs). (3)
Prerequisites: Completion of all major courses with at least a "C" or better and admission to the Internship. The candidate must provide evidence of having taken or registered for Praxis II tests.
Co-requisite: EDU 480

Campus seminar held before and during the internship with an emphasis on current issues and concerns in teaching. This course focuses on the goals of student teaching and facilitates the development of a culminating portfolio and job search process. Must be taken concurrently with EDU 480.
Offered only with Education 480: Internship. Required of all candidates in all education programs leading to licensure. A $125 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 Independent Study regulations and restrictions on page 62.

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 Internship 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.

This is a suggested, not prescriptive, schedule:

	Fall	Spring
Freshman	EDU 224 EDU 228 (F or S)	EDU 230 EDU 228 (F or S)
Sophomore	EDU 300A *EDU 110, 111, 112	EDU 350A *EDU 110, 111, 112
Junior	ELE 221 ELE 353 EDU 232	ELE 445 ELE 446 ELE 260
Senior	ELE 448 EDU 341 EDU 382 ELE 457	EDU 480 EDU 483

***Praxis Lab Course 1 credit each for those students who have not passed the Praxis exam(s).**

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. A $125 Teacher Education Program fee is charged. Offered fall semester.

ELE 353. Instructional Practices for Literacy and Language Development in Children. (3)
Prerequisite: Admission to the Teacher Education Program.
A study of the content and process of the teaching of reading including phonemic awareness, phonics, comprehension and vocabulary and fluency skills in grades 2-5.
12 hours of clinical experience required. $125 Teacher Education Program fee is charged.
Offered every semester.

ELE 260 Art, Music, and Movement for Elementary. (3)
Prerequisite: Admission to the Teacher Education Program.
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.
A $125 Teacher Education Program fee is charged. Offered every semester.

ELE 445. Methods and Materials for Elementary Science. (3)
Prerequisite: Admission to the Teacher Education Program.
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. A $125 Teacher Education Program fee is charged. Offered spring semester.

ELE 446. Methods and Materials for Elementary Mathematics. (3)
Prerequisite: Admission to the Teacher Education Program.
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. A $125 Teacher Education Program fee is charged. Offered every semester.

ELE 448. Methods and Materials for Elementary Social Studies. (3)
Prerequisite: Admission to the Teacher Education Program.
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. $125 Teacher Education Program fee is charged. Offered fall semester.

ELE 457. Assessment: Reading Diagnosis and Remediation. (3)
Prerequisite: Admission to the Teacher Education Program, Successful completion of ELE 457 with a C or better.
A study of the diagnostic-prescriptive approach to the teaching of reading (grades PreK-5). Special emphasis is placed on understanding and utilizing various diagnostic instruments and implementing remedial techniques.
12 hours of clinical field experience required. A $125 Teacher Education Program fee is charged. Offered fall semester.

Middle Level Education (EMD)

The following EMD major courses are offered on a rotation basis. Carefully note that courses are offered in specific semesters of odd and even numbered years. 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 EMD courses listed below require successful admission to the Teacher Education Program for registration by EMD candidates.***

This is a suggested, not prescriptive, schedule:

	Fall	Spring
Freshman	EDU 224 EDU 228 (F or S)	EDU 230 EDU 228 (F or S)
Sophomore	EDU 300B *EDU 110, 111, 112	EDU 350B *EDU 110, 111, 112
Junior	EDU 232 Content Methods Courses	Content Methods Courses
Senior	EDU 382 EDU 455 Content Methods Courses	EDU 480 EDU 483

***Praxis Lab Course 1 credit each for those students who have not passed the Praxis exam(s).**
****Offered either spring or fall depending on enrollment need.**

EMD 335. Middle School Curriculum and Organization. (3)
Prerequisite: Admission to the Teacher Education Program.
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.*
A $125 Teacher Education Program fee is charged. Offered fall semester in even years.

EMD 336. Nature and Needs of the Middle School Child. (3)
Prerequisite: Admission to the Teacher Education Program.
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.
A $125 Teacher Education Program fee is charged. Offered fall semester in even years.

EMD 436. Methods of Teaching Middle Level Language Arts. (3)
Prerequisite: Admission to the Teacher Education Program.
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 $125 Teacher Education Program fee is charged. Offered spring semester in even years.

EMD 437. Methods of Teaching Middle Level Science. (3)
Prerequisite: Admission to the Teacher Education Program.
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 $125 Teacher Education Program fee is charged. Offered spring semester in even years.

EMD 438. Methods of Teaching Middle Level Social Studies. (3)
Prerequisite: Admission to the Teacher Education Program.
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 $125 Teacher Education Program fee is charged. Offered fall semesters in even years.

EMD 439. Methods of Teaching Middle Level Mathematics. (3)
Prerequisite: Admission to the Teacher Education Program.
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 $125 Teacher Education Program fee is charged. Offered fall semester in odd years.

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.

Theatre (THE) and Speech (SPE)

Department of Arts and Communications
Professor Pat Gagliano, M.F.A., Department Chair

Theatre and Speech Faculty:
Professors: Pat Gagliano, M.F.A.; Matthew Fuller, M.F.A.
Associate Professor: Mandy L. Butler, M.F.A.
Adjunct Professor: 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 Mission Statement

Upon successful completion of a major in Theatre graduates will possess: (1) individual techniques and experience in both performance studies and technical theatre for graduate studies and/or work in the field; and (2) enhanced interpersonal, group communication, organizational, listening and evaluative skills.

Theatre Program Learning Outcomes

1. *Define and practice **professional etiquette** in an educational theatre setting*
2. *Meet required standards regarding use of positive and flexible **vocal techniques** to communicate specific and distinctive interpretation in performance*
3. *Meet required standards and develop a methodology for **creating a role**, applying concepts of spontaneity, creativity, movement, and emotional freedom to acting*
4. *Meet required standards and develop a methodology for **directing, designing, and/or managing** a production in an educational theatre setting*
5. *Meet required standards and develop a methodology for **executing technical elements** of a theatrical production in an educational theatre setting*
6. *Chart the **development of western theatre** and relate it to theatre today*

Communication is an essential 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 more ethical communication and are given marketable skills that are useful in any field of study.

A minor in Speech or Theatre is encouraged for students majoring in Art, Communications, Digital Marketing, Graphic Design, Education, English, Music, Philosophy, Political Science, and Religion. Courses in Theatre & Speech complement any major, offering valuable training for future professionals. Students 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.

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.

Theatre majors are required to participate in all Theatre program audition sessions and to accept acting or production staff assignments for each Theatre program production. Theatre majors are also required to attend and participate in all production work days, production load-ins, and production strikes.

Facilities

Theatre & Speech students have excellent facilities available including: the Wiles Theatre (a 160-seat on-campus proscenium theater), the Newberry Opera House (a 425-seat proscenium theater 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 MAJOR (*46 semester hours required*)

Theatre Core Curriculum (*34 semester hours required of ALL Theatre majors*)
3 hours: THE 101 *Fundamentals of Acting*
1 hour: THE 102 *Movement for the Actor*
3 hours: THE 103 *Stagecraft and Stagecraft Lab*
1 hours: THE 111 *Theatre Production – Performance* **OR** THE 252 *Musical Theatre Prod.*
1 hour: THE 113 *Theatre Production – Technical*
3 hours: THE 222 Concepts of *Design and Production I*
3 hours: THE 301 *History of the Theatre* }
3 hours: THE 402 **OR** THE 450 **OR** THE 460 {Capstone Experience}
1 hour: THE 495 *Internship* {Engagement Experience}
3 hours: SPE 202 *Voice and Articulation*
3 hours: ENG 344 *British Period: The Age of Shakespeare*
3 hours: PSY 120 *General Psychology*
3 hours: BUA 241 *Personal Finance*
3 **additional** *Theatre Production* semester hours from: THE 112-142 **OR** THE 113-144 [PLO #1-4]
PLUS 12 **additional** semester hours from the following: THE 111, 112, 114, 121, 122, 123, 124, 131, 132, 133, 134, 141, 142, 143, 144, 202, 203, 212, 231, 241, 251, 252, 305, 332, 481, 491, 492, 496; SPE 204, 310, 481, 482, 491, 492; ART 221, COM 110, 121; GPD 161

Minor Requirements – Speech (15 hours)

3 hours: SPE 202 *Voice and Articulation*
3 hours: SPE 204 *Oral Interpretation*
3 hours: SPE 203 *Argumentation* **OR** SPE 310 *Advanced Public Discourse*
6 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*
3 hours: THE 103 *Stagecraft and Stagecraft Lab*
1 hour: THE 111 *Theatre Production – Performance* or THE 252 *Musical Theatre Production*
1 hour: THE 113 *Theatre Production – Technical*
3 hours: THE 301 *History of the Theatre*
9 hours from any other THE or SPE course (*except SPE 110*);
ENG 344; COM 110, 121; GPD 161.

Minor Requirements – Musical Theatre (20 or 18 hours)

4 hours: MUA 115-416 *Applied Voice Lessons*
2 hours: MUE 111 *Ensembles (2 semesters)*
2 hours: MUS 241 *Opera Workshop*
3 hours: THE 241 Musi*cal Theatre Workshop*
3 or 1 hour(s): THE 251(3ch) OR THE 252 (1ch) *Musical Theatre Production*
3 hours: THE 101 *Introduction to Acting*
3 hours: THE 103 *Stagecraft and Stagecraft Lab*

MINOR REQUIREMENT

To promote the concept that an effective liberal arts education in Theatre requires knowledge of the outside world, each student must successfully complete a minor outside of Theatre. Students will select a minor in consultation with their academic advisors.
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.

Core Curriculum

The following Theatre and Speech courses meet 2014 Core Curriculum requirements:

SPE 110 *Public Speaking* satisfies Core Curriculum requirements in **Expression/Oral Communication** (OCC).
SPE 204 *Oral Interpretation* satisfies Core Curriculum requirements in **Interdisciplinary Studies** (IDS).
SPE 204 *Oral Interpretation* has been approved for **Summerland Honors**.
THE 110 *Theatre Appreciation* and THE 202 *Intermediate Acting* satisfy Core Curriculum requirements in **Expression/Humanities and Fine Arts** (HFA).
THE 301 *History of the Theatre* satisfies Core Curriculum requirements in **Global Learning** (GL 1) and **Writing Intensive** (WI).
THE 103 *Stagecraft* satisfies Core Curriculum requirements in **Quantitative Literacy** (QLC).
THE 103 *Stagecraft* has been approved for **Summerland Honors**.
THE 402 *Direction and Rehearsal Capstone*, THE 450 *Acting Capstone*, and THE 460 *Technical Theatre Capstone* satisfy 2014 Core Curriculum requirements in **Professional Knowledge/Experience**.
THE 495 *Theatre Internship* satisfies 2014 Core Curriculum requirements in **Engagement.**

Laboratory/Materials Fees

Fees are charged each semester for each of the following courses:

- A $100 fee is charged for THE 103, 203, 212, 231, 222, and 332.
- A $50 fee is charged for THE 102.

Technology Requirements for the Department of Arts and Communications

To meet Program Learning Outcomes for the 2019-20 academic year and to provide access to technology, Theatre and Speech students will be required to use a laptop computer or tablet with wireless networking capabilities meeting or exceeding the recommended laptop requirements specified under the Technology Tab in Wolf Den. Such laptops must have installed fully functional 2010 or greater Microsoft Office Suite, which includes Microsoft Access, Excel, PowerPoint, and Word, available free of charge via Office 365. Instructions for installation can be accessed through the Technology Tab in Wolf Den. While basic computer lab capability is provided in the Library Commons, there may be course or program specific computer requirements. Students are also required to check email daily and use a computer to monitor their academic progress in Wolf Den. Computer access is also required to register for classes, add/drop classes, review transcripts and academic information, and to communicate with academic advisors. Computers may also be used for coursework, research, and presentations.

Course Descriptions-Speech

SPE 110. Public Speaking. (3)
Prerequisite: ENG 113.
Through theory and practice, ***Public Speaking*** equips students with effective oral communication skills appropriate for 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.
A laptop computer is required. *SPE 110 satisfies 2014 Core Curriculum requirements in* ***Expression/Oral Communication****. Offered every semester.*

SPE 202. Voice and Articulation. (3)
Voice and Articulation 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 techniques to communicate specific and distinctive interpretation in performance. *Required for Theatre majors. Required for Speech minors. Recommended for Communications, Teacher Education, Religion, and Music 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.
Recommended for Political Science, Business Administration, Religion, and Education majors.
Recommended for Speech minors. Offered spring semester, odd-numbered years.

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 techniques 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 2014 Core Curriculum requirements in* ***Interdisciplinary Studies****. SPE 204 has been approved for* ***Summerland Honors****. Required for Speech minors.*
Recommended for Theatre, Communications, Religion, and Teacher Education majors.
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/or other oral communication activities.
Recommended for Communications, Political Science, Business Administration, Religion, and Teacher Education majors.
Recommended for Speech minors. Offered spring semester, even-numbered years.

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 program 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 Speech faculty.
Subject to Independent Study rules and regulations on page 62. Offered at program 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 Speech faculty.
Subject to Internship rules and regulations on page 63. Offered at program discretion.

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 spontaneity, creativity, movement, and emotional freedom. Through script 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. *Required for Theatre majors and minors. Required for Musical Theatre minors. Offered fall semester, even-numbered years.*

THE 102. Movement for the Actor. (1)
Movement for the Actor is an introductory course designed to explore a variety of movement and breath techniques (Laban, Feldenkrais, Alexander, and Viewpoints), as related to the craft of Acting. Course objectives include facilitating the development of an effective actor warm-up process and strengthening the student actor's body by building core muscles, improving flexibility, physical endurance, and breath support.
A fee of $50 is charged. Required for Theatre majors. Offered spring semester, even-numbered years.

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 course. Experience with power tools, scenic painting, theatrical lighting and sound equipment are all a part of the lab portion of the course. ***Stagecraft and Stagecraft Lab*** assist students in their Intellectual and Personal Development, preparing them for Meaningful Vocation. Students work individually and in groups on Theatre program productions. As part of this production work students are exposed to the unexpected interrelationship between the Arts and Quantitative Literacy. Students develop a knowledge of the basic skills of addition/subtraction and fractions when measuring, cutting and constructing scenery. Students develop a working knowledge of Scale and how it relates to our work in the theatre. Students are also exposed to the use of geometry as it relates to the study of Photometrics within the area of Stage Lighting, and to sound waves as they relate to the study of Stage Sound. 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. Students begin to develop a methodology for executing technical elements of a theatrical production in an educational theatre setting. ***Stagecraft and Stagecraft Lab*** meets for three classroom hours and three laboratory hours per week.
*THE 103 satisfies 2014 Core Curriculum requirements in **Quantitative Literacy**.THE 103 has been approved for **Summerland Honors**. A fee of $100 is charged. Required for Theatre majors and minors. Required for Musical Theatre minors. Recommended for ART and COM majors. 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 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. (1,1,1,1,1,1,1,1)
Theatre Production-Performance is open to all students by audition. Students participate in an acting capacity in Theatre program productions. The ***Theatre Production-Performance*** student actor is expected to define and practice professional etiquette in an educational theatre setting. Student actors are also expected to meet required standards for developing a methodology for creating a role in a theatrical production for public performance. The ***Theatre Production-Performance*** student is expected to perform the duties typically associated with his/her assigned role in a manner consistent with legitimate, professional theatre. Rehearsal expectations of students enrolled in this course are modeled

after Actor's Equity Association guidelines, which can be found at www.actorsequity.org. **Attendance at scheduled meetings, evening rehearsals, and performances is mandatory**, with specific requirements being based upon students' individual assignments. *Required for majors. Offered every semester.*

THE 113, 114, 123, 124, 133, 134, 143, 144. Theatre Production-Technical. (1,1,1,1,1,1,1,1)
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 Theatre program production needs. The ***Theatre Production-Technical*** student will develop a methodology for **executing technical elements** of a theatrical production in an educational theatre setting. Attendance at meetings, evening rehearsals and performances may be required based upon assignment. The ***Theatre Production-Technical*** student is expected to perform the duties typically associated with his/her assigned role in a manner consistent with legitimate, professional theatre. Production, rehearsal and performance expectations of students enrolled in this course are modeled after International Alliance of Theatrical Stage Employees or United Scenic Artists guidelines, which can be found at http://iatse.net/ and https://www.usa829.org/.
Required for majors. 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. In ***Intermediate Acting***, emphasis is placed on the development of each student's individual actor process. Period styles, monologue and audition techniques, and/or improvisation may be included. Students develop a methodology for creating a role, applying concepts of spontaneity, creativity, movement, and emotional freedom to acting 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. *THE 202 satisfies 2014 Core Curriculum requirements in Expression/Humanities and Fine Arts. Not recommended for non-majors. Offered fall semester, odd-numbered years.*

THE 203. Stagecraft II and Stagecraft II Lab II. (3)
Prerequisite: THE 103
Stagecraft II* and *Stagecraft II Lab 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 the class, as students continue to develop a methodology for executing technical elements of a theatrical production in an educational theatre setting. 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 Theatre program productions is expected. This class meets for three classroom hours and three laboratory hours per week.
A fee of $100 is charged. Offered at program discretion and taught concurrently with THE 103.

THE 212. Acting for the Camera. (3)
Prerequisite: THE 101.
Acting for the Camera involves an examination of specialized acting techniques used for performance in the mediums of television and/or film through a variety of scene work and exploratory activities. Students will perform and serve as technical crew. In addition to class time, rehearsal and studio work are required.
A materials fee of $100 is charged. Offered spring semester, odd-numbered years.

THE 222. Concepts of Design and Production I. (3)
Concepts of Design and Production I is meant to encourage an understanding of the principles, methods and tools of theatrical design and the practical realization of the three (3) primary areas of design (costume, scenery and lighting) onstage. Students develop a methodology for designing technical elements of a theatrical production in an educational theatre setting. Students receive instruction in the areas of design considerations, script analysis, historical period research, sketching, rendering, drafting and modeling techniques, along with the considerations of the practical realization of stage designs. Students will come to understand the properties of space, shape, line, form and color 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 $100 is charged. Required for Theatre majors.*
Offered concurrent with THE 332, *spring semester, even-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 $100 is charged to purchase required personal makeup kit which is retained by the student after the course*. *Offered spring semester, odd-numbered years.*

THE 241 Musical Theatre Workshop (3)
Musical Theatre Workshop explores the role of the actor/dancer/singer in musical theatre and what it means to be part of a musical theatre production. Students will develop movement skills for acting and for musical theatre, and examine the functions of characterization, music, lyrics, movement, choreography, dialogue, and theatrical design, and how they are integrated into one dramatic effort. Students will learn a dance combination, and subsequently apply movement skills to fully analyzed, memorized scenes from musicals. Rehearsals may be held during scheduled class hours and scheduled rehearsal sessions outside of class time may also be required.
Required for Musical Theatre minors. Offered fall semester, odd-numbered years.

THE 251 Musical Theatre Production (3)
Musical Theatre Production applies acting, singing, and movement skills through a fully-produced musical theatre, collaborative production. As part of course study, students will also complete dramaturgical research to develop an appreciation of the historical significance of the production and its place in the history of Musical Theatre. Students are cast by the directors of the production, with casting decisions based on many factors including, but not limited to, production needs, and student s' ability and availability. The ***Musical Theatre Production*** student is expected to perform the duties typically associated with his/her assigned role in a manner consistent with legitimate, professional theatre. Rehearsal expectations of students enrolled in this course are modeled after Actor's Equity Association guidelines, which can be found at www.actorsequity.org. **Attendance at scheduled meetings, evening rehearsals, and performances is mandatory**, with specific requirements being based upon students' individual assignments.
Offered concurrent with THE 111-142 and THE 252, *spring semester, even-numbered years.*

THE 252 Musical Theatre Production (1)
Musical Theatre Production applies acting, singing, and movement skills through a fully-produced musical theatre, collaborative production. Students are cast by the directors of the production, with casting decisions based on many factors including, but not limited to, production needs, and student s' ability and availability. The ***Musical Theatre Production*** student is expected to perform the duties typically associated with his/her assigned role in a manner consistent with legitimate, professional theatre. Rehearsal expectations of students enrolled in this course are modeled after Actor's Equity Association guidelines, which can be found at www.actorsequity.org. **Attendance at scheduled meetings, evening rehearsals, and performances is mandatory**, with specific requirements being based upon students' individual assignments. *Offered concurrent with* THE 111-142 and THE 251*, spring semester, even-numbered years.*

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 chart the development of western theatre and relate it to theatre today. ***History of the Theatre*** is a content driven course that will draw students' attention to the exchange of ideas as it relates to the historical development of theatre. Students will also consider cultural responses to artistic challenges and the cultural need for aesthetic expression.
THE 301 satisfies 2014 Core Curriculum requirements in Global Learning (GL 1) and Writing Intensive (WI).
Required for Theatre majors and minors. Offered spring semester, odd-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. In ***Advanced Acting***, emphasis is placed on preparing the student to enter the work force. Each actor should leave with a refined actor process that includes a strong monologue portfolio. Period styles, monologue and audition techniques, and/or improvisation may be included. Students continue to develop a methodology for creating a role, applying concepts of spontaneity, creativity, movement, and emotional freedom to acting. 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 332. Concepts of Design and Production II. (3)
Prerequisite: THE 222.
Concepts of Design and Production II is meant to encourage a further understanding of the principles, methods and tools of theatrical design. Students select one (1) of the three (3) primary areas of design (costume, scenery and lighting) to focus on in consultation with the professor. Students continue to develop a methodology for designing technical elements of a theatrical production in an educational theatre setting. Students receive advanced instruction in their chosen area of design's considerations, script analysis, historical period research, sketching, rendering, drafting and modeling techniques, along with the considerations of the practical realization of stage designs. Students will come to further understand the properties of space, shape, line, form and color as they are used in theatre through more hands-on projects, and practical experience working on theatrical productions as designers.
A materials fee of $100 is charged. Offered concurrent with THE 222*, spring semester, even-numbered years.*

THE 402. Direction and Rehearsal Capstone. (3)
Prerequisites: THE 103, 111, 113, 202, and 222.
Direction and Rehearsal Capstone 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 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 and apply their developed methodology for directing a production in an educational theatre setting. Attendance at evening rehearsals and performances is required.
THE 402 satisfies 2014 Core Curriculum requirements in ***Professional Knowledge/Experience****.*
Offered at program discretion.

THE 450. *Acting Capstone*. (3)
Prerequisites: THE 102, 103, 111, 113, 202 and 212 or 305.
Acting Capstone is an intensive study involving a particular acting project, selected in collaboration with program faculty. The ***Acting Capstone*** culminates in a public performance, which may be completed in collaboration with other advanced program majors. Further development of acting and communication skills, period styles, monologue and audition techniques, and/or improvisation may be included. In ***Acting Capstone,*** Theatre as an art form, production concept, the production process, and communication with the production staff & director are also discussed and applied. Students in ***Acting Capstone*** demonstrate their developed methodology for creating a role, applying concepts of spontaneity, creativity, movement, and emotional freedom to acting, as they help develop a realized production in an educational theatre setting. *THE 450 satisfies 2014 Core Curriculum requirements in* ***Professional Knowledge/ Experience****.-Offered at program discretion.*

THE 460. *Technical Theatre Capstone*. (3)
Prerequisites: THE 103, 111, 113, 222, and 332.
Theatre as an art form, production concept, the production process, and communication with the production staff & director are discussed and applied in ***Technical Theatre Capstone*** to develop a realized Theatre program production for the Technical Theatre student. Training includes work on a Theatre program production as a member of the Production Staff (*Designers, Technical Director, etc*.) where the student will meet required standards and execute their developed methodology for designing, and/or managing a production in an educational theatre setting. Public performance of the production is part of the course. *THE 460 satisfies 2014 Core Curriculum requirements in* ***Professional Knowledge.*** *Offered at program 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 to register the student for the Independent Study. *Offered at program 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 Theatre faculty. *Subject to Independent Study rules and regulations on page 62.*

THE 495, 496. Theatre Internship. (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 Theatre faculty.
Subject to Internship rules and regulations on page 63. THE 495 Theatre Internship satisfies 2014 Core Curriculum requirements in ***Engagement.*** *Required for Theatre Majors. Offered at program discretion.*

ADMINISTRATION AND STAFF 2018-2019

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 June 15, 2019.)

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.

Institutional Effectiveness

SID PARRISH, Jr., Vice President of Academic Affairs, (2006, 2018);
B.S., Furman University, 1995;
Ph.D., University of Florida, 2001.
LISA DUNCAN, Research Assistant, Institutional Research and Effectiveness (2017);
B.A., University of South Carolina, 1994.
JULIE MCCRARY, Associate Director of Institutional Research (2014, 2014);
B.S., University of South Carolina, 1991.
SUSANNE NELSON, Associate Director of Institutional Effectiveness (2001, 2012);
B.S., University of South Carolina, 1995.

Campus Technology

Chief Technology Officer (TBA)
DEBRA DEMIDOW, Application Specialist Coordinator, Net3 (2015);
B.S. Excelsior College, 1998;
M.Ed., Jones International University, 2010.
JOSEPH HANEY, Systems Administrator, Net3 (2017);
Newberry High School, 2014.
JOHN RILEY, Help Desk Technician (2018);
B.S., Coastal Carolina University, 2018.
CINDY STRANGE, Systems Administrator, Net3 (2015);
Skills Soft Online Training Institute;
CompTIA A+ ;
MTA Certified;
MCSA Certified.

ACADEMIC AFFAIRS

OFFICE of ACADEMIC AFFAIRS

SID PARRISH, Jr., Vice President of Academic Affairs (2006, 2018);
B.S., Furman University, 1995;
Ph.D., University of Florida, 2001.
LISA DUNCAN, Administrative Assistant for Institutional Research and Effectiveness, Institutional Technology and Academic Affairs (2017);
B.A., University of South Carolina, 1994.
TIMOTHY G. ELSTON, Associate Vice President of Academic Affairs (2004, 2018);
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.
JESSICA S. LONG, Administrative Assistant for Associate Vice President of Academic Affairs (2002).
CHRISTINA L. WENDLAND, Associate Dean of Academic Affairs (2007, 2017);
B.S., Ohio State University, 1992;
M.Div., Trinity Lutheran Seminary, 1997;
Ph.D., Luther Seminary, 2007.
CHARLENE WESSINGER, Director of Educational Technology (2009);
B.A., Newberry College, 1993;
M.S, Nova Southeastern University (2005).

Administrative Program Assistants

ANGELIA BEDENBAUGH, Administrative Assistant for Teacher Education (2017),
B.S., Newberry College, 2002.
AVA CULBERTSON, Administrative Assistant for Nursing (2011).
DEBORAH E. JARMAN, Administrative Assistant for Music (1998);
A.A., Goldy Beacon College, 1975.
SANDRA SMITH, Administrative Assistant for McClurg Classroom Building (1997, 2018);
B.A., Newberry College, 2008.
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.

Center for Student Success

SANDY SCHERRENS, Associate Dean for Student Success (2017, 2019);
B.A., The College of Wooster, 1980;
M.A., The Ohio State University, 1983;
Ed.D., University of San Francisco, 1998.
BARBARA JOYNER, Assistant Dean for Student Success (2013, 2019);
B.A., North Carolina State University, 1996;
M.B.A., Elon University, 2003
JOHN A. LESAINE, Assistant Dean for Student Success, Associate Professor of Physical Education (2009, 2019);
B.S., Newberry College, 2007;
M.Ed, Valdosta State University, 2009;
Ed.D., United States Sports Academy, 2015;
M.S., Capella University, 2017.
LASHAWN A. HARRIS, Coordinator of Disability Services (2019);
B.A., Michigan State University, 2012;
M.A., Michigan State University, 2014.
LORYN M. MAZURIK (BELLE), Academic Success Coach (2019);
B.A., Allegheny College, 2016;
M.A., Slippery Rock University, 2018.
BRITTANY NOBLE, Academic Success Coach (2018);
B.S. Winthrop University, 2013;
M.S. Mississippi State University, 2017.

PATRICK SMITH, Director of Career Services, (2017, 2018);
B.S., Indiana University of Pennsylvania, 2012;
M.S., University of Akron, 2014.

Office Of The Registrar
CAROL BICKLEY, College Registrar (1968,1983);
CINDY F. SHEALY, Assistant Registrar (1977, 1989).

The Muller Center
KRISTA E. HUGHES, Director of the Muller Center (2015);
B.A., Wofford University, 1994;
M.A., Vanderbilt University, 1998;
M. Div., Vanderbilt University, 2001;
Ph. D., Drew University, 2014.

Summerland Honors Program
AMANDA HODGES, Director of Summerland Honors Program; Associate Professor of English (2011, 2016);
B.A., Agnes Scott College, 1997;
M.A.T., Agnes Scott College, 1998;
Ph.D., University of Georgia, 2011.

Wessels Library and the College Archives
REID AUSTIN, Director of Wessels Library, Associate Professor (2017);
B. A. Wofford College, 1994;
M. A., Clemson University, 1997;
M.L.I.S. University of South Carolina, 2000.
ANGIE RACHELS; Public Services Librarian, Assistant Professor (2017);
B.S., Auburn University, 1989;
M.S., University of Illinois, Urbana-Champaign, 1994.
JANICE C. HUDSON, Technical Services Specialist (1997).
CARL LOMINICK, Circulation Manager (2016);
B.A., Newberry College, 2015.
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.

STUDENT AFFAIRS

STUDENT AFFAIRS: OFFICE OF THE DEAN
SANDRA ROUSE, Dean of Students (2014);
B.A., Columbia College, 1995;
M. Ed., University of South Carolina, 1998.
Ph.D., University of North Carolina at Greensboro, 2009.
DINAH HILLER, Administrative Assistant to the Dean of Students (2001).
ADIA D. DANIELS, Assistant Dean of Students (2017);
B.S., University of South Carolina, 2006;
M.S.Ed. Old Dominion University, 2009.
JUSTIN P. SMITH, Coordinator of Communications and Media (2004);
B.A., Newberry College, 2001.

Health and Counseling Services
MARTHA DORRELL, MSW, LISW-CP. Director of Health and Counseling Services (2006);
B.A., Newberry College, 1982;
M.S.W., University of South Carolina, 1984.
PENNY HOWARD, CMA, AAMA, Certified Medical Assistant (2011).

Residence Life

AMANDA HALFACRE, Director of Housing and Residence Life (2018);
B.A., Iowa State University, 2008;
M.S., Western Illinois University, 2011.
KEVIN LAPATRICK FOWLER, JR., Residence Hall Director (2016);
B.A., Winthrop University, 2016.
MORGAN GLAZIER, Residence Hall Director (2019);
B.S., Central Michigan University, 2011;
M.A., Central Michigan University, 2013.
LADREINA GEORGE, Residence Hall Director (2019);
B.S., Newberry College, 2018.

Student Engagement

MICHAEL A. SMITH, Director of Student Engagement and Greek Life (2016);
A.A., Horry Georgetown Technical College (2006)
B.S., Coastal Carolina University, 2011;
M.Ed., Georgia Southern University, 2014.
MICHAEL STAMP, Coordinator of Campus Recreation Programs (2018);
B.A., The University of Pittsburgh, 2012;
M.Ed., Edinboro University of Pennsylvania, 2014.
TERRANCE KNOCK, Head Coach and Coordinator of eSports (2019);
B.A. San Diego State University (2010);
M.Ed., University of Miami (2019).

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.
TBA, Executive Assistant to the CFO/Vice President of Administrative Affairs
BETH TAYLOR, Human Resources Coordinator (2012);
B.S. Newberry College, 1987.

Accounting

ANISSA N. TRUESDALE, Controller (2015, 2017);
B.S., Clemson University, 1993;
M.S., Texas A&M University, 1994.
LISA WICKER, Senior Accountant (2017);
B.S., Presbyterian College, 1993;
M.S., Liberty University, 2019.
LANDEE BUZHARDT, Director of Student Accounts (2005, 2017);
B.S., Newberry College, 1991;
USC, South Carolina Banker's School, 2000.
SHANNON SUTHERLAND, Accounts Receivable Coordinator (2018).
DIANNE TURNER, Accounts Payable Coordinator (2018);
B.S. Newberry College, 1996.
BRIAN WOODS, Management Trainee (2018);
B.S. Newberry College, 2017.

Human Resources

PEGGY SHULER, Director Human Resources (2010, 2012);
B.S., Auburn University, 1983.

ENROLLMENT MANAGEMENT

CHRISTOPHER M. HARRIS, Dean of Enrollment Management (2018);
B.S. West Liberty University;
M.A. Heidelberg University;
Ed.D. Concordia University (2019 expected).

ADMISSION

MILENA VELEZ, Director of Admission (2019);
B.A. Oberlin College, 2007;
M.B.A. Lake Erie College, 2014;
M.A. University of Findlay, 2019.
SHANDORA BATES, Admission Counselor (2018);
A.A. Spartanburg Methodist, 2013;
B.S. Newberry College, 2016.
M.A. Webster University (In Process)
G. ADAM CONNOR, Campus Visit and Outreach Coordinator (2018);
B.B.A., Campbell University, 2007;
M.S.E.M., University of South Carolina, 2008.
TAMMY ERRIGO, Enrollment Office Manager (2015).
RENÉ HAMER, Assistant Director of Admission (2014);
B.A., Sociology, Newberry College, 2012.
GERMAINE "GIGI" MONTGOMERY, Administrative Assistant of Enrollment Management (2018).
CLORISSA ORRICK, Admissions Counselor (2019);
B.A., University of Evansville, 2016;
M.B.A., University of the Cumberlands, In process.
JOEL VELEZ, Student Enrollment Business and Technical Advisor (2019);
B.A. Lake Erie College, 2014.

Financial Aid

THOMAS ARD, Director of Financial Aid (2019);
B.A. Presbyterian College, 2010;
M.P.A Clemson University, 2016.
S. DANIELLE M. BELL, Associate Director of Financial Aid (2005);
B.S., Lander University, 2005;
M.Ed., Columbia College, 2013.
TYLER LINVILLE, Financial Aid Counselor (2019);
B.S., North Greenville University, 2018.
LEANNE M. WATERS, Financial Aid Counselor (2015);
A.A. Piedmont Technical College 1996;
B.A. Columbia College 2016.

INSTITUTIONAL ADVANCEMENT

SCOTT JOYNER, Vice President, Institutional Advancement (2012);
B.A., North Carolina State University, 1993;
M.S., Georgia Southern University, 1995.
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.
WILEY HASKETT, Alumni Engagement Coordinator (2018);
B.S., Newberry College, 2018.

JACQUELINE S. HUNT, Director of Special Events (2011);
B.A., Columbia College, 1992;
M.A., Columbia College, 2006.
MARSHALL MADDY, Videographer and Communications Associate (1992, 2008);
B.A., Iowa State University, 1983;
M.A., Drake University, 1991.
RUSSEL RIVERS, Senior Graphic Designer (2017);
B.A., University of South Carolina, 1985;
U.S. Air Force Graphic Design & Illustration School, 1986.
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

RALPH PATTERSON, Director of Intercollegiate Athletics (2016);
B.A., Ashford University Management 2009.
WAYNE ALEXANDER, Associate Athletic Director (2014, 2018);
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.
MIKE HOLD, Executive Director of the Athletic Club (2009, 2018);
B.A., University of South Carolina, 1985.
DEXTER ODOM, Associate Athletic Director (2008, 2018);
B.S., Newberry College 1973.
KITTY ODOM, Executive Assistant to the Director of Intercollegiate Athletics (2009).
CASEY PETRUSIC, Assistant Director for Compliance (2018);
B.A., Duquesne University (2013);
M.S., Canisius College (2014).
SANDY SCHERRENS, Senior Woman Administrator (2017);
B.A., The College of Wooster, 1980;
M.A., The Ohio State University, 1983;
Ed.D., University of San Francisco, 1998.
ALEXIS CARRILLO, Assistant Director of Game Day Operations (2018);
B.A., Newberry College, 2016.

Athletic Communications

RANDALL STEWART, Director of Athletic Communications (2016);
B.S., University of South Carolina, 2013;
M.B.A, King University, 2014.

Athletic Trainers

JOHN LOPEZ, Athletics Health Care Administrator, Assistant Athletic Director for Sports Medicine/Head Athletic Trainer, ATC, SCAT (2013);
B.S., University of Tampa, 1971.
JEFF ORSOE, Associate Athletic Trainer, ATC, SCAT, CertMST (2015);
B.S., East Stroudsburg University, 2012;
M.S., Salisbury University, 2015.
SARAH LYON, Associate Athletic Trainer, ATC, SCAT, ROT, Adjunct Professor, (2012);
B.S., Kean University, 2010;
M.S., East Stroudsburg University, 2011.
NEIL EHLERS, Associate Athletic Trainer, ATC, SCAT CertMST (2017);
B.S., UCONN, 2014;
M.S., West Virginia University, 2017.

MATTHEW CANNELLA, Associate Athletic Trainer, ATC, SCAT, CertMST (2017);
B.S., Kean University, 2013;
M.S., West Virginia University, 2015.

Strength and Conditioning

ERIK SCHWAGER, Director of Strength, Conditioning, and Sports Performance (2015)
B.S., Lock Haven University of Pennsylvania, 2009;
M.S., California University of PA, 2012.
TONY BIXLER, Assistant Strength and Conditioning Coach (2019);
B.S., Criminology & Criminal Justice, University of South Carolina, 2004;
M.S., Exercise Science, University of South Carolina, 2017.
GREG WILSON, CSCS, USAW, CWPC, Assistant Strength and Conditioning Coach (2019);
B.S., Exercise Physiology, University of Lynchburg (formerly Lynchburg College), 2014;
AARRON VAN BUREN, CSCS,NSCA-CPT Assistant Strength and Conditioning Coach (2019);
BS Kinesiology, University of Wisconsin-Oshkosh, 2016.

Baseball

RUSSELL TRIPLETT, Head Baseball Coach (2010);
B.A., Clemson University, 2004.
JAY SNYDER, Associate Head Baseball Coach (2008);
B.A., LaSalle University, 2004.
RYAN WEST, Pitching Coach (2018);
B.A., College of Charleston, 2013.

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.
PETE QUINN, Assistant Men's Basketball Coach (2019, 2015);
B.S., Pfeiffer University (2011).
BERNIE COAXUM, Assistant Men's Basketball Coach (2017);
B.A., College of Charleston, 2004.
JOANNA TINCHER, Head Women's Basketball Coach (2018, 2012);
B.A., Francis Marion University, 2004.
COLE BIRCHFIELD, Assistant Women's Basketball Coach (2018);
B.S., Shorter University, 2017.

Cheerleading & Dance

LINDSEY SWYGERT, Head Cheerleading Coach (2012);
B.A., University of South Carolina, 2009.
LAURIE ADDISON, Assistant Cheerleading Coach (2016);
A.S., Piedmont Technical College, 1993.
MATT RHINE, Assistant Cheerleading Coach, (2013);
B.A., University of South Carolina, 1995.
SANDRA ROUSE-BERRY, Dean of Students, Interim Head Dance Coach (2014, 2018);
B.A., Columbia College, 1995;
M. Ed., University of South Carolina, 1998.
Ph.D., University of North Carolina at Greensboro, 2009.

Cross Country

ROGER KEESLING, Head Men's and Women's Cross Country and Track & Field Coach (2019);
USATF Level 2 Endurance Events & Jumps specialist certified (July 2013 & July 2014);
B.A., Southwestern College, Kansas;
M.S., Mississippi State University.

Field Hockey

HANNAH DAVE, Head Women's Field Hockey Coach (2016, 2017);
B.A., Limestone College, 2013.

Football

TODD KNIGHT, Head Football Coach (2003, 2009);
B.S., Gardner-Webb University, 1989;
M.A., Gardner-Webb University, 1994.

BRYANT BLANTON, Football Equipment Manager (2012);
B.S., Newberry College, 2011.

STEPHEN FLYNN, Asst. Head Football Coach (2017)/ 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.

NICK KAMERER, Running Backs Coach (2017);
B.A., Elon University 2013.

JARVIS LITTLEJOHN, Defensive Line Coach (2016);
B.A. Tusculum College, 2008.

DAVID HERRIN, Wide Receivers Coach (2012);
B.S., Clemson University, 1999.

DREW WATSON, Assistant Football Coach (2013);
B.S. Newberry College, 1989.

TODD VARN, Offensive Coordinator (2018);
B.A., Communications, N. C. State University, 1990.

TAYLOR CORNETT, Offensive Line Coach (2018);
B.S., Citadel, 2009.

ZACH EDMUNDS, Tight Ends Coach (2018);
B.S., Newberry College, 2016.

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.

HANNAH LUCKETT, Associate Head Women's Golf Coach (2017);
B.S., Limestone College, 2016.

Lacrosse

NICK COTTER, Head Men's Lacrosse Coach (2017);
B.A, Dowling College, 2008;
M.A., Mercyhurst University, 2012;
M.B.A., Saint Leo University, 2015.

JOSEPH WILSON, Assistant Men's Lacrosse Coach (2017);
B.S., The University of Tennessee—Knoxville, (2008);
M.S., Coker College, (2017).

RACQUEL PRAGER, Head Women's Lacrosse Coach (2018);
B. A., Limestone College, 2012;
M. Ed., Converse College, 2014.

Soccer

DIANA (DEEDEE) Alexander, Head Women's Soccer Coach (2012);
B.S., Pepperdine University, 2006.

THERESA BERMAN, Assistant Women's Soccer Coach (2015);
B.S., Newberry College 2013.

BRYCE COOPER, Head Men's Soccer Coach (2016);
B.S. University of Southern Indiana, 2004;
B.A. Indiana University Purdue University at Indianapolis, 2010.

SAM LOFTS, Assistant Men's Soccer Coach (2018);
B.S., Lander University, 2017.

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.

Track & Field
ROGER KEESLING, Head Men's and Women's Cross Country and Track & Field Coach (2019);
USATF Level 2 Endurance Events & Jumps specialist certified (July 2013 & July 2014);
B.A., Southwestern College, Kansas;
M.S., Mississippi State University.
CHARLES JOHNSON, Associate Head Men's and Women's Track and Field Coach (2017, 2019);
USATF Level 2 Certified in Combined Events/Throws;
B.A. University of Miami (2007);
M.S. Nova Southeastern University (2017).

Volleyball
ROSS KESSLER; Head Volleyball Coach (2018);
B.A., Butler University 2009;
M.B.A., Bellarmine University 2012.
KAASHA JEFFERIES; Assistant Volleyball Coach (2018);
B.S., University of North Carolina at Pembroke (2017).

Wrestling
CY WAINWRIGHT, Head Wrestling Coach (2016);
B.S., Newberry College, 2009;
M.S.; St Cloud State University 2011.
BRYANT BLANTON, (2012); Head Assistant Wrestling Coach (2018);
B.S., Newberry College, 2011.
DANIEL OWNBEY, Assistant Wrestling Coach (2019);
B.S., University of North Carolina at Pembroke, (2015).

CONTRACT SERVICES

Custodial Services
(ARAMARK)
DEBBIE HYATT, Custodial Supervisor, (2010).

(SODEXO)
TIFFANY BELL HERRIN, General Manager, (2013)

Newberry College Book Store
(Follett Higher Education Group)
HANNAH COOK, Bookstore Manager (2018).

Physical Plant
(ARAMARK)
FRED ERRIGO, Director of Facilities, (2010).
BOBBY LONG, Assistant Director of Facilities, (1973, 2010).
PATRICIA YOST, Facilities Administrative Coordinator, (2019).

MILITARY SCIENCE (ARMY ROTC) INSTRUCTORS
MAJ CESAR RODRIGUEZ, MP. Professor of Military Science (2016).
MSG KYLE "SKIP" MCMILLAN,SF. Senior Military Science Instructor (2016).
CPT BRIAN CASEY, MP. Assistant Professor of Military Science (2016).

FULL-TIME FACULTY

The date shown in parentheses represents the year in which the faculty member joined the College Faculty.

JERRY A. ALEWINE, Department Head for Respiratory Therapy. Professor of Respiratory Therapy (2017);
A.S., Piedmont Technical College, 1996;
B.A., University of South Carolina, 1985;
M.Ed., American InterContinential University, 2007;
Ed.D., Argosy University, 2012.

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.

MELISSA A. AWENOWICZ, Associate Professor, Department Chair of Teacher Education (2015);
B.A., Indiana University of Pennsylvania, 1988;
M.A.T., University of Pittsburgh, 1989;
Ph.D., University of Pittsburgh, 2009.

LEON C. BANKS, Assistant Professor of Business Administration (2017);
B.S., University of South Carolina, 1979;
J.D., University of South Carolina, 1985.

PATRICK BEATTY, Assistant Professor Criminal Justice (2016);
A.A.S., Gloucester County College, 1991;
A.A., Gloucester County College, 1994;
B.A., Rowan University, 1994;
M.S., Saint Joseph University, 1998;
Ed.S., Seton Hall University, 2001;
Ed.D., Seton Hall University, 2014.

MIKE RANDAL BEGGS, 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.

LINDSY BOATENG, Assistant Professor of Biology (2018);
B.S., University of Wisconsin – La Crosse, 2005;
M.S., University of Wisconsin – La Crosse, 2009;
Ph.D., University of Wisconsin – Madison; 2015.

JENNIFER BICKLEY, Visiting Assistant Professor of Nursing (2019);
B.S.N., Newberry College, 2014;
M.S.N., South University, 2017.

SARAH K. BRYANT, Professor of Business and Finance (2017);
B.S.B.A., University of South Carolina, 1979;
Ph.D., University of South Carolina, 1985.

VALARIE BURNETT, Associate Professor of Biology (2011);
B.S., University of South Carolina, 1998;
Ph.D., University of South Carolina, 2004.

MANDY L. BUTLER, Associate Professor of Theatre and Speech (2012);
B.A., Georgia College & State University, 2003;
M.F.A., Virginia Commonwealth University 2011.

PATRICK CASEY, Assistant Professor of Music (2015);
B.A., Arkansas Tech University, 1982;
M.M., Northwestern University, 1983;
Ph.D., Ohio State University, 1993.

CARRIE CAUDILL, Assistant Professor of Psychology (2017);
B.A., Columbia International University, 2003;
Ed. S., University of South Carolina, 2005;
Ph.D., University of South Carolina, 2012.

BRET A. CLARK, Professor of Biology; Department Chair (1995, 2017);
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.
Ph.D., West Virginia University, 2016.
ALICIA DAVIS, Associate Professor of Accounting (2018);
B.S., University of South Carolina, 2002;
M.A., Clark Atlantic University, 2004;
Ed.S., South Carolina State University, 2010.
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, Associate Professor of Physical Education (2014);
B.S., Missouri Baptist University, 1997;
M.S. Winthrop University, 2001;
Ed.D., Northcentral University, 2016.
REBEKAH DIXON, Assistant Professor of Physical Education (2004);
B.S., Western Carolina University, 2000;
M.S., Winthrop University, 2003.
TERRY C. DOHM, Assistant Professor of German and Religion (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, Germany, 2003.
TIMOTHY G. ELSTON, Associate Professor of History, Associate Vice President of Academic Affairs (2004, 2018);
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.
SUSAN EPTING, Associate Professor of History (2013);
B.A., College of Charleston, 2003;
Ph.D., University of Pennsylvania, 2012.
CYNTHIA HAYNES ESHLEMAN, Assistant Professor of Criminal Justice (2018)
B.S., Appalachian State University, 1999;
J.D., NC Central University School of Law, 2002;
M.S., West Chester University, 2005.
DAVID FOWLER, Assistant Professor of Business Administration; Department Chair, Business Administration (2019);
B.B.A., University of Louisiana at Monroe, 2012
M.B.A, Mississippi State University, 2014
Ph.D., University of Texas at Tyler, 2018
MATTHEW FULLER, 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.
LAUREN E. GRABOWSKI, Assistant Professor of Chemistry (2017);
B.S., St. Frances University, 2012;
Ph.D., University of South Carolina, 2017;

ASLYNN HALVORSON, Assistant Professor of Exercise Science (2019)
B.S., University of Tennessee, Knoxville, 2012;
M.S., University of Tennessee, Knoxville. 2014.
GRETCHEN HASKETT, Associate Professor of Physical Education, (2007);
B.S., Newberry College, 2003;
M.A., Tennessee Technological University, 2004.
BRIAN HANSEN, Assistant Professor of Mathematics (2018);
B.S., Brigham Young University, 2002;
M.S., Brigham Young University, 2005;
Ph.D., Brigham Young University, 2010.
AMANDA HODGES, Associate Professor of English (2011, 2016);
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 (1986);
B.S., George Mason University, 1978;
M.S., Ohio State University, 1980;
Ph.D., University of Alabama, 1985.
KRISTA E. HUGHES, Director of the Muller Center (2015);
B.A., Wofford University, 1994;
M.A., Vanderbilt University, 1998;
M. Div., Vanderbilt University, 2001;
Ph. D., Drew University, 2014.
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, Associate Professor of Chemistry (2013);
B.S., Mars Hill, 1983;
Ph.D. University of South Carolina, 1990.
DON C. LAWRIMORE, JR., Assistant Professor of Education (2012);
B.A., Clemson University, 1983;
M.Ed., The Citadel, 1995.
JOHN A. LESAINE, Associate Professor of Physical Education, Assistant Dean for Student Success(2012, 2019);
B.S., Newberry College, 2007;
M.Ed., Valdosta State University, 2009;
Ed.D., United States Sports Academy, 2015;
M.S., Capella University, 2017.
JENNY LINDLER, Assistant Professor of Nursing (2017);
B.S., Newberry College, 2011;
M.S.N., South University, 2016.
SUSAN D. LUDWICK, Associate Professor of Nursing & Department Chair (2019);
B.S. N., Wichita State University, 1991;
M.S.N., The University of Wyoming, 1994;
DNP, The University of Kansas, 2017.
JENNIFER MARTINSEN, Associate 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, Associate Professor of Music (2014);
B.A., DePauw University, 2006;
M.M., University of Connecticut, 2008;
D.M.A., University of Connecticut, 2011.
CHRISTINA MCCARTHA, Professor of Chemistry (2003);
B.S., University of South Carolina, 1984;
Ph.D., Emory University, 1992.

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.
JONATHAN MCGREGOR, Assistant Professor of English (2019);
B.A., Texas A&M University, 2010;
M.A., Washington University in St. Louis, 2011;
Ph.D., Washington University in St Louis, 2016.
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.
BRUCE NELLSMITH, Professor of Art (1988);
B.F.A., University of Georgia, 1981;
M.F.A., University of North Carolina, 1985.
LESLIE PARKS, Assistant Professor of Business Administration (2014);
B.S., Eastern Kentucky University, 1971;
M.B.A., Regis University, 2004.
SID PARRISH, Jr., Associate Professor of Chemistry, Vice President of Academic Affairs (2006, 2018);
B.S., Furman University, 1995;
Ph.D., University of Florida, 2001.
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, Associate 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.
DEBBIE POSTON, Assistant Professor of Education, Clinical Experiences Coordinator, Director of RETAIN, Center of Excellence (2010, 2016);
B.S., Winthrop University, 1985;
M.Ed., University of South Carolina, 1994;
Masters+ 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.
LAURA ROOST, Assistant Professor of Political Science (2017);
B.A., Morningside College;
M.A., University of Nebraska-Lincoln, 2009;
Ph.D., University of Nebraska-Lincoln, 2014.
MARILYN MAREK SCHROER, Associate Professor of Psychology (1999);
B.A., Graceland College, 1978;
M.S., Texas A&M University, 1981;
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.
CHRIS SHEPPARD, Associate Professor of Music; Department Chair (2010, 2016);
B.F.A., Marshall University, 1994;
M.M., University of Northern Colorado, 1997;
D.M.A., University of Wisconsin, 2005.
MARY SHEPHERD, Assistant Professor of Spanish (2014);
B.A., Wofford College, 1998;
M.A., University of South Carolina, 2013.
NAOMI R. SIMMONS, Assistant Professor of Sociology (2014);
B.A., Sociology, Bloomsburg University, 2004;
M.A., Sociology, University of South Carolina, 2009;
Ph.D., Sociology, University of South Carolina, 2013.
PAUL D. SMITH, Assistant Professor of Business Administration (2004),
B.S.B.A., University of South Carolina, 2000;
M.B.A., Webster University, 2004.
TANIA SOSIAK, Associate Professor of Graphic Design and Digital Marketing (2003);
B.F.A., Syracuse University, 1988;
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.
MELISSA TAYLOR, Assistant Professor of Nursing (2017);
A.D.N., Midlands Technical College, 2002;
B.S.N., Medical University of South Carolina, 2005;
M.S.N., Indiana Wesleyan University, 2008;
D.N.P., American Sentinel University, 2018.
JOANNA TREMBLE, Assistant Professor of Physical Education (2018);
M. Ed, University of South Florida, 2012;
B.S., Aquinas College, 2009.
DWAINE THOMAS, Assistant Professor of Nursing (2012);
B.S.N., University of South Carolina, 1979;
M.S.N., Walden University, 2011.
T. OTIS WALKER, Associate Professor of Mathematics/Physics, (1983);
B.S., Furman University, 1972;
M.S., Clemson University, 1975;
Ph.D., Clemson University, 1978.
CHRISTINA L. WENDLAND, Associate Professor of Religion, Associate Dean of Academic Affairs (2007, 2017);
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, 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.
JARED WOOLSTENHULME, Assistant Professor of Teacher Education (2018);
B.S., Utah State University, 1998;
B.S., Utah State University, 2003;
M.Ed., Utah State University, 2012.

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;
M.A.T., Liberty University, 2012.

MARCIA BAXTER, Instructor of Teacher Education (2018);
B.A. University of South Carolina, 1974;
M.Ed. Clemson University, 1980.

MADELINE BEITEL, Instructor of Music (2018);
B.M. East Carolina University, 2013;
M.M. University of South Carolina, 2016.

THERESA BERMAN, Instructor of Physical Education (2016);
B.S., Newberry College, 2013.

MARY BETH BUSSELL, Instructor of English (2010);
B.A., University of South Carolina, 1982;
M.Ed., University of South Carolina, 1985.

LARRY CAMERON, Instructor of Graphic Design/Photography and Communications (2014);
B.A., Broadcast Journalism, University of South Carolina, 1973;
M.A., Media Studies, University of South Carolina, 1980.

JAMES CHOCKLETT, Instructor of Chemistry (2013);
B.S., Newberry College, 2004,
M.S., Eastern Kentucky University, 2013.

TROY CRUMP, Instructor of Forensic Science (2017);
B.S. Kaplan University, 2008;
M.S. Anderson University, 2016.

MARTHA DORRELL, Instructor of Social Work (2006);
B. A., Newberry College, 1982;
M.S.W., University of South Carolina, 1984.

STEPHEN FLYNN, Instructor of Physical Education (2017);
B.S. Newberry College, 2006.

AUSTIN GABORIAU, Instructor of Music (2013);
B.M., University of South Carolina, 2012;
M.M., University of South Carolina, 2014.

JEKAYLA GARMANY, Instructor of Social Work (2018);
B.A. Claflin University, 2012;
M.S.W. University of South Carolina, 2014.

NEIL HANCE, Instructor of Theatre and Speech (2010);
B.A., Furman University, 1978;
M.F.A., University of North Carolina-Greensboro, 1985.

REED HANNA, Instructor of Music (2017);
B.S., Indiana University of Pennsylvania;
M.M. University of Nebraska;
D.M.A. University of South Carolina.

CORY HIGH, Instructor of Music (2018);
B.M.E. University of Florida, 2013;
M.M. Lee University, 2015.

MARJORIE HUWA, Instructor of Art and Graphic Design (2010);
B.F.A., University of Nebraska-Lincoln, 1984.

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, Instructor of Business Administration (2011);
B.A., Southern Wesleyan University, 2006;
M.S.M., Southern Wesleyan University, 2008.
DENNIS LAMBRIES, Instructor of Political Science (2016);
B.A. Chapman University, 1980;
M.A. University of South Carolina, 1981;
Ph.D. University of South Carolina, 2009.
PATRICIA DANIELLE LEWIS, Instructor of Sociology (2016);
B.A. University of South Carolina, 2006;
M.A. University of South Carolina, 2009;
Ph.D. University of South Carolina, 2015.
ERNEST LYERLY, Instructor of Science (2014);
B. S. Ed., Georgia Southern, 1971.
SARAH 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.
WAYNE MAYHALL, Instructor of Philosophy (2018);
M.A.C.T Bethel College and Seminary;
M.S.H.E. Kaplan University, Online Teaching;
M.A.B. Trinity Graduate School.
FRANCES MEETZE, Instructor of Education (2016);
B.A., University of South Carolina, 2005
M.T., University of South Carolina, 2006
M.A., University of Cincinnati, 2017
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.
NORMA PRICE, Instructor of Education (2018);
BA., Newberry College, 1978;
M.A. Southern Wesleyan University.
KEITH RINGER, Instructor of Political Science 1991;
B.A., Newberry College;
M.P.A., University of South Carolina.
TONY ROEBUCK, Instructor of Music (2018);
B.A., University of South Carolina, 1995;
B.S., University of South Carolina, 1996;
M.M., University of South Carolina, 2003;
D.M.A., University of South Carolina, 2009.
MARITA LYNN ROMINE, Instructor of Business Administration (2015);
B.B.S. Mount Olive College, 2005;
M.B.A. Webster University, 2009.
RENEE SANTOS, Instructor of English 2010;
B.A., University of South Carolina, 1989;
M.A.T., University of South Carolina, 1997.
FRAN SENN, Instructor of Teacher Education (2018);
B.A., University of South Carolina, 1984;
M.Ed., Clemson University, 1990;
M.Ed., University of South Carolina, 2008;
Ed.S., University of South Carolina, 2010.

ANDREW SHEFFIELD, Instructor of Music (2018);
B.M. University of Cincinnati, 2007;
M.M. University of Missouri, 2009.
JESSICA SHEALY, Instructor of Physical Education (2014);
B.S., Newberry College (2007);
M.S., Georgia Southern University (2008).
KATIE SIMMONS, Instructor of Mathematics (2018);
B.S. Mars Hill University, 2009;
M.Ed. University of South Carolina, 2014.
MATTHEW SMITH, Instructor of Music (2006);
B.M., University of South Carolina, 1998;
B.S.B.A., University of South Carolina, 2000; M.B.A.,
Webster University, 2004.
LINDSEY SWYGERT, Instructor of Physical Education (2014);
B.A., University of South Carolina, 2009.
JOANNA TINCHER, Instructor of Physical Education (2015);
B.A., Francis Marion University, 2004.
LAUREN VAUGHN, Instructor of Music (2015);
B.M., Ohio State University, 2011;
M.M., University of Southern California, 2013;
D.M.A., University of South Carolina, 2016.
CYRUS WAINWRIGHT, Instructor of Physical Education (2016);
B.S., Newberry College, 2009;
M.S., St. Cloud State University, 2011.
PAULA WEINSPACH, Instructor of Science Education (2017).
B.S., Western Carolina University, 1974.
M. Ed., Columbia College, 2004.
ASHLEY YOUNG, Instructor of Psychology (2018;
B.S. University of South Carolina;
M.A. Webster University.

FACULTY AND STAFF EMERITI

Dates in parentheses indicate the years of full-time service on the Newberry College Staff.

DALE KINARD BROWN, Associate Dean and Associate Professor of English Emerita (1991-2017);
B.A., Newberry College, 1966;
M.A., Western Carolina University, 1970.
LAWRENCE E. ELLIS, Director Emeritus of Library Services (1992-2012);
B.A., Florida Atlantic University, 1969;
M.S., Florida State University, 1970.
PETER L. FRENCH, President Emeritus (1995-1999);
B.A., Moravian College, 1960;
M.A., 1961; Ph.D., 1968, Yale University.
KATHLYN A. FRITZ, Professor Emerita of Sociology (1990-2008);
A.B., Lenoir-Rhyne College, 1968;
M. Phil., Yale University, 1971;
Ph.D., Yale University, 1975.
LEIGHTON HARTZOG, Assistant Professor of Business Administration and Accounting Emeritus (2002-2017);
B.A., Wofford College, 1971;
M.B.A., University of South Carolina, 1980;
CPA, State of South Carolina.
GORDON C. HENRY, Professor Emeritus of Communications (1969-1996);
B.A., University of Northern Iowa, 1953;
M.A., University of Iowa, 1960;
Litt.D.,(Honorary), Newberry College, 2005.

JOANNA D. INNES, Professor Emerita of English (1989-2002);
Director of Writing Center (1991-2002);
B.A., Central Methodist College, 1959;
M.A., Indiana University of Pennsylvania, 1989.
SANDRA P. LOGAN, Professor Emerita of Business Administration and Economics (1976-2002);
B.A., Drew University, 1962;
M.B.A., Columbia University, 1964;
Ph.D., University of South Carolina, 1976.
WILLIAM R. LONG, Professor Emeritus of Music and Director of Bands (1992-2013)
B.S.Ed., Black Hills State (S.D.) University, 1965;
M.A., University of Northern Colorado, 1969.
NORMAN E. MASTERS, jr., Professor Emeritus of Business Administration and Economics (1977-2009);
B.A., East Carolina University, 1970;
MCom., University of Richmond, 1973;
Ph.D., University of South Carolina, 1993.
JOSEPH A. MCDONALD, Professor Emeritus of Sociology (2006-2014);
B.A., University of Georgia, 1970;
M.A., University of Georgia, 1975;
Ph.D., University of Tennessee, 1981.
BETSY M. MCDOWELL, Professor Emerita of Nursing, (2007-2018)
B.S.N., University of South Carolina, 1971;
M.S.N., University of North Carolina, 1975;
Ph.D., University of South Carolina, 1997.
JULIE H. MCLEOD, Professor Emerita of Music (1961-2000);
A.B., Newberry College, 1959;
M.A., Columbia University, 1960;
D. M.,(Honorary), Newberry College, 2006.
CATHERINE C. RICHARD, Professor Emerita of Education (1980-2004);
B.S., Central Connecticut State College, 1965;
M.S., Central Connecticut State College, 1969;
Ph.D., University of South Carolina, 1980.
NATHAN A. SCHROER, Associate Professor Emeritus of Psychology (1989-2012);
B.A. Defiance College, 1964;
M.A., Ball State University, 1966;
Ed.D., University of Idaho, 1972;
Ph.D., Texas A&M University, 1985.
STEVEN SCHWEIZER, Professor Emeritus of Political Science (2003, 2017);
B.S., Truman State University, 1971;
M.A., Truman State University, 1973;
Ph.D., University of Missouri—Columbia, 1984.
VICTOR E. TERRANA, Professor Emeritus of Mathematics (1995-2012);
B.S., Illinois Institute of Technology, 1967;
Ph.D., Illinois Institute of Technology, 1979;
Charles Ezra Daniel Professor of Mathematics.
JOHN W. WAGNER, Professor Emeritus of Music (1965-2002);
Department Chair (1988-2000);
B.Mus., DePauw University, 1959;
M.Mus., Florida State University, 1961;
Ph.D., Indiana University, 1969.
GAILLARD F. S. WATERFALL, Professor Emeritus of English (1964-1997);
A.B., University of South Carolina,1954;
M.A., University of South Carolina,1964;
Ph.D., University of South Carolina,1973.

GLENN E. WHITESIDES, President and Professor of English Emeritus (1972-2001); College President (1975-1984);
B.A., Erskine College, 1958;
M.A., Florida State University, 1960;
Ph.D., Florida State University, 1968.
Post-doctoral study, Harvard University, 1975.

JAMES A. WILHIDE, Professor Emeritus of Education (1990-2002);
B.S., Youngstown (Ohio) State University, 1960;
M.Ed., University of Arizona, 1968;
Ed.D., University of South Carolina, 1985.

W. DARR WISE, Professor Emeritus of Music (1956-1998);
B.Mus., Cincinnati Conservatory of Music, 1950;
M.Mus., Florida State University, 1954;
D. M., (Honorary), Newberry College, 2006.

PRESIDENTS OF NEWBERRY COLLEGE

The Rev. Dr. Theophilus Stork 1859-1860
The Rev. Dr. James Allen Brown 1860-1861
Robert Garlington (Interim) 1861
The Rev. Dr. Josiah P. Smeltzer 1861-1877
The Rev. Dr. George W. Holland 1877-1895
Dr. George B. Cromer 1895-1904
The Rev. Dr. James A. B. Scherer 1904-1908
The Rev. Dr. J. Henry Harms 1908-1918
Dr. Sidney J. Derrick 1918-1930
Dr. James C. Kinard 1930-1954
Dr. Christopher A. Kaufmann 1954-1960
Dr. Conrad B. Park (Acting) 1960
Dr. A. G. D. Wiles 1960-1971
Dr. Fredric B. Irvin 1971-1975
Dr. Glenn E. Whitesides 1975-1984
Dr. John S. Ammarell (Interim) 1984
Dr. Paul F. Tillquist ..... Jan. 1985
Dr. John S. Ammarell ..... Feb. 1985-1986
Dr. Hubert H. Setzler, Jr. 1986-1992
The Rev. Dr. Raymond M. Bost 1992-1995
Dr. Peter L. French 1995-1999
Dr. John H. Hudgens (Interim) 1999-2000
Dr. Mitchell M. Zais 2000-2010
Dr. John H. Hudgens (Acting) .... Spring 2010
Dr. V. Scott Koerwer 2010-2011
Dr. John H. Hudgens (Acting) 2011-2012
Dr. Maurice W. Scherrens …….2012-present

BOARD OF TRUSTEES

The Board of Trustees is the governing body of this College of the Evangelical Lutheran Church in America (ELCA). Bishops of the four ELCA synods related to the College (South Carolina, Southeastern, Florida-Bahamas, and Caribbean) are invited to attend meetings of the Board; one of the Bishops regularly serves as a Trustee. The Board may have no more than twenty-nine members, six of whom have their election ratified by one of the three supporting synods of the ELCA. At least 50 percent of the Trustees shall be either members of congregations of the Evangelical Lutheran Church in America or graduates of Newberry College.

The President of the Newberry College Alumni Association Board of Managers, the Chairman of the Board of Directors of the Newberry College Foundation Board of Visitors, and the Chairman of the Newberry College Athletic Club Board of Advisors, serve as *ex-officio* members with full voting rights.

The President of the College, a representative of the Division of Higher Education and Schools, ELCA, and the

Chair of the Faculty Council serve as *ex-officio* non-voting members of the Board.

Trustees, other than *ex-officio* members, are elected to three-year terms and shall be eligible for re-election to a maximum of three (3) full consecutive terms. Trustees who have served for nine (9) consecutive years (exclusive of any partial term) shall be eligible for re-election following a one-year hiatus. Officers of the Board must be members of the Board; the Board's officers are elected annually and will be eligible to serve for a maximum of three (3) consecutive years.

The Board normally meets on campus two or three times each year in order to maintain first-hand contact with developments at the College and exercise its governance responsibilities.

Officers of the Board, 2019-2020

Rob Best ..... Chair
Eric Wells..... Vice-Chair
Lenna Young..... Secretary
Jonathan Hart……Treasurer
Joe Trainor, III …… .... Exec. Cmte, At-Large

Board Members Whose Elections Are Ratified by the Supporting Synods of the Evangelical Lutheran Church in America

South Carolina Synod

Joel M. Carter (2020)…… Lexington, SC
Joe Trainor, III (2020) ……..Newberry, SC

Members-At-Large

(Terms Expiring 2019)

Misty M. West …… Newberry, SC

(Terms Expiring 2020)

Joel M. Carter……... West Columbia, SC
Jeanette M. Davis …… Hilton Head, SC
Larry DiBiase ..... Camden, SC
Jonathan (Shot) Hart ……Savannah, GA
Eddie Havird..... Leesville, SC
Frank Snyder ……Rock Hill, SC
Joe Trainor, III ……Newberry, SC
Lenna C. Young ……...Gilbert, SC

(Terms Expiring 2021)

Barbara Smith Carey ……..…. **Flagler Beach, FL**
James P. Coggins ……Newberry, SC
Kevin B. Steelman ……...Columbia, SC
William (Bill) Steen ……Greenville, SC
Eric Wells …… Irmo, SC

(Terms Expiring 2022)

Robert (Rob) Best ……...… Pawleys Island, SC
Joe Blair (Trey) Castles ……. Columbia, SC
Barbara L. Davis …….Columbia, SC

Alumni Representative

Joyce Roof Carter ……**Cayce,** SC
President of Alumni Association (2018-2020)

Newberry College Foundation Board of Visitors

Jean Haggard, Chairman …….Pelion, SC

ELCA Representative

Mark Wilhelm .....Chicago, IL
Division for Higher Education and Schools, ELCA

ELCA Bishop Representative

Herman R. Yoos, III ..... Columbia, SC
South Carolina Synod ELCA Bishop

Newberry College Athletic Club

Brian Shealy…….. Leesville, SC
Chairman of Board of Advisors

Ex-Officio

Maurice W. Scherrens ..... President of the College
Mike Beggs ..... President of Faculty Council (2019-2020)

Faculty Representatives to the Academic Affairs and Honorary Degrees Committee

Warren Moore, Professor of English (2020)
Charlie Horn, Professor of Biology (2021)

Honorary Life Members of The Board

William W. Ashburn, III ..... Highlands, NC
Raymond S. Caughman, LL.D. ..... .Lexington, SC
James A. Gerding, D.C.S. ..... Gatlinburg, TN
Dan B. Page ..... Chattanooga, TN
Hugo "Hap" A. Pearce ……...Charlotte, NC
Michael E. Reid ..... Newberry, SC
John K. VanDuys, J.D. .....Columbia, SC
David L. Vorpagel …….Pickens, SC
William P. Walker, Jr. …….. Lexington, SC
Billye L. West ……... Newberry, SC
John C. Yates, J.D. ..... Atlanta, GA
Royall A. Yount, D.D. ..... Hickory, NC

Bishops of Synods Supporting Newberry College

Herman R. Yoos, III .....Columbia, SC
Bishop of the South Carolina Synod, ELCA
Kevin L. Strickland ..... Atlanta, GA
Bishop of the Southeastern Synod, ELCA
Pedro M. Suarez …….. Tampa, FL
Bishop of the Florida-Bahamas Synod, ELCA
Idalia C. Negron Caamano ……. San Juan, PR
Bishop of the Caribbean Synod, ELCA

ACADEMIC AFFAIRS

Dr. Sid Parrish, Jr.
Vice President of Academic Affairs
Dean of the College

Dr. Timothy G. Elston
Associate Vice President for Academic Affairs

Dr. Sandy Scherrens
Associate Dean for Student Success

Dr. Christina Wendland
Associate Dean of Academic Affairs; Interim Department Chair, Sport Professions

ACADEMIC DEPARTMENTS AND DEPARTMENT CHAIRS

Department of Arts and Communications ……...……. Mr. Patrick Gagliano

Department of Business Administration……..Dr. David Fowler

Department of Humanities .....Dr. David Rachels

Department of Music …….……..….Dr. Chris Sheppard

Department of Nursing ……..……Dr. Susan Ludwick

Department of Sciences and Mathematics ……..……..…Dr. Bret Clark

Department of Social and Behavioral Sciences ..... Dr. Vinetta Witt

Department of Sport Professions ..... Dr. Christina Wendland, Interim

Department of Teacher Education …… .....Dr. Melissa A. Awenowicz

ACADEMIC ADMINISTRATION

Center for Student Success …….…….Ms. Barbara Joyner
Disabilities Services…….……Ms. LaShawn Hanes
Military Science……..…….MSG Skip McMillan
Muller Center..... ……..Dr. Krista Hughes
Office of the Registrar …….Ms. Carol Bickley
Student Veterans' Affairs ……...…Mr. Chris Harris
Wessels Library ……..Mr. Reid Austin

INDEX

Title	Page
Academic Areas of Study	66
Academic Advisors	56
Academic Calendar	8,14
Academic Credit for Life Experience	61
Academic Integrity	39
Appeals	42
General Provisions and Definitions	39
Options and Resolution Procedures	41
Policies and Procedures	39
Procedures for Integrity Committee Hearings	43
Procedures for Resolution of Allegations	40
Retention of Records	44
Sanctions	42
Student's Rights	39
Academic Probation, Warning, Ineligible	50
Academic Programs and Opportunities	55
Academic Regulations	45
Academic Scholarships for Freshmen	22
Academic Support	55
Accounting (ACC)	77
Accreditation	13
Additional Academic Fees	30
Adjunct Faculty	254
Administration, Faculty, and Staff Directory	241
Admission to the College	18
Advanced Placement Exam	20
Appealing Grades	53
Alma Mater	4
Army ROTC	64,160
Art (ART)	79
Assumption of Responsibility	33
Assurance of Compliance Statement	15
Auditing a Course	51
Awarding of Degrees	49
Bachman Honor Society	50
Biology (BIO)	84
Board of Trustees	259
Broadcasting	105
Business Administration (BUA)	91
Called to Active Duty (EAD)	52
Campus Security	14
Campus Technology	14
Cancellation of Courses	54
Career Services	55
Center for Student Success	36,55
Chemistry (CHE)	94
Chiropractic Program	59
Class Attendance	47
Class Schedules	11,45
College Expenses	26
College Level Examination Program (CLEP)	21
College Life (COL)	102
College Preparatory Study	19
College Profile	12
Communications (COM)	104
Compliance and Accreditation	13
Computer Competencies	49
Concurrent Enrollment	20
Conference Courses	63
Contract Policy	32
Cooperative Agreement	58
Co-requisite	75
Counseling Services	38
Course Descriptions	75
Course Loads	46
Course Numbers	75
Course Types.& Requirements	45, 46
Creative Writing (CRW)	112
Credit Hours	45
Credit for Life Experience (CLEP)	22,
Criminal Justice (CRJ)	111
Curriculum Requirements	
2014 Core	72
Online Core	74
Dean's List	49
Declaring a Major	48
Declaring a Minor	48
Degrees	67
Department Chairs	265
Departmental Honors	57
Determination of Enrollment Status	19
Digital Marketing(DGM)	116
Directory of Correspondence	6
Disability Services	55
Diversity Education	56
Dropping a Course	50
Dual Degree Program	58

Title	Page
Early History of the College	12
Economics (ECO)	118
Education (EDU)	224
Electives	67
Eligibility for Continued Enrollment	52
Emeriti Faculty/Staff	257
Endowed Scholarships	37
Engineering Program	58
English (ENG)	119
Entrance Examinations	19
Environmental Studies (ENV)	126
Expiration of Credit	54
Explanation of Course Label	75
Extended Active Duty (EAD)	54
Exercise Science and Human Performance	127
Faculty Advisors	57
Fall Semester Calendar	8
Fees	30
Federal Financial Aid	36
Field Experiences	64
Final Examinations	47
Financial Aid Programs	36
Financial Aid	34
Financial Obligations and Refunds	32
Fitness for Life (FIT)	128
Forensic (FSC)	130
Forestry and Environmental Management	58
French (FRE)	135
Frequency of Course Offerings	75
Full-Time Faculty	250
General Information	13
Geography (GEO)	135
German (GER)	135
Grading System	47
Graduation Honors	50
Graduation Requirements	48
Graphic Design (GPD)	136
Greek (GRE)	138
Health (HLT)	136
Health Care Management (HCM)	140
Health Science (HSC)	142
Health Services	38
History (HIS)	142
Honors (HON)	148
Honors Programs	56
Humanities (HUM)	149
Independent Study	62
Interdiscplinary Major	67
Intercollegiate Athletics	38
International Baccalaureate Program	21
International Students	56
International Student Admission Procedures	24
International Studies (ISC)	151
Internships/Externships	63
Intramural Sports	38
Institutional Financial Aid	37
Inquiry Courses (INQ)	150
Journalism	105
Length of Time to Complete a Degree	54
Letters of Recommendation	20
Lodging Academic Concerns	54
Major and Minor Requirements	75
Majors	66
Majors, Minors, and Concentrations	69
Management Information Systems (MIS)	152
Matriculation Pledge	5
Mathematics (MAT)	154
May Term Calendar	10
May Term Tuition and Fees	27,57
Meal Plan	28
Military Science (ARMY ROTC)	64,160
Minors	67
Mission Statement and Goals	5
Muller Center	64
Music	163
Music(MUA-Applied Music)	171
Music(MUE-Ensembles)	173
Music(MUS-Music)	174
Newberrian Creed	5
Non-Major / Non-Minor Courses	68
Nursing (NUR)	179
RN-BSN	182
Online	
Academic Probation	50
Auditing Course	51
Calendar	10
Class Attendance	48
Course Load	47

Title	Page
Credit Hours	47
Criminal Justice Online Degree	
2nd Degree Requirement	49
Eligibility for Continued Enrollment	52
Online Core	74
Online Expenses	26
Online Payment of Fees	26
Online Privacy Policy	17
Online Psychology	203
Registration	25
Respiratory Therapy	208
RN-BSN	182
Transfer Application	24
Payment of Fees	29
Payment Plan	29
Petitioning for Exceptions	53
Pharmacy Program	58
Philosophy (PHI)	193
Physical Education (PHE)	187
Physical Examination	23
Physics (PHY)	194
Political Science (POS)	195
Pre-Law Track	59
Prerequisite	75
Pre-Professional. Health/Science Tracks	60
Presidents of Newberry College	259
Promotion Requirements	48
Psychology (PSY)	200
Psychology (Online)	203
Public Relations and Advertising	105
Readmission to Newberry	54
Refunds	32
Religion (REL)	203
Repeating a Course	50
Residence Requirements for Degree	49
Respiratory Therapy (RES)	208
Retention	56
RN-BSN	182
Room Fees	27
ROTC for Veterans	65
Satisfactory Academic Progress	35
Scholarships for Transfer Students	24
Science (SCI)	210
Second Degree Requirements	49
Selective Service Registration	36
Senior Essays	63
Social Media (SOM)	211
Social Sciences (SSC)	212
Social Work (SWK)	212
Sociology (SOC)	213
Spanish (SPA)	216
Special Students	25
Speech (SPE)	236
Sport Management (SPM)	218
Sports Communications	106
Spring Semester Calendar	9
State Financial Aid Programs	37
Student Activities	38
Student Financial Aid Programs	36
Student Services	38
Study Abroad Program	56
Subject Area Abbreviations	76
Summer Sessions Admission	25
Summer Sessions	11,27,57
Summer Sessions Tuition and Fees	27
Summerland Honors Program	26,56
Teacher Education	221
Early Childhood Education (ECE)	226
Early Childcare Management (ECM)	227
Education (EDU)	228
Elementary Education (ELE)	231
Middle Level Education (EMD)	232
Textbooks and Supplies	29
Theatre (THE)	233
Time to Complete Degree	55
Title IX	15
Transcripts	50
Transfer Admission	23
Tuition and Fees for 2019-2020	26
Verification of Identify	18
Veterans Counseling Program	56
Visiting the Campus	19
Wessels Library	13
Withdrawing from College	53

2019-2020 Academic Catalog Addendum

PHE 230. Foundations of Strength and Conditioning. (3)
This course is intended to prepare future professionals in various fitness fields to apply scientifically sound principles to strength and conditioning programs. We will study strength, speed, cardiovascular, and flexibility training through the use of concepts learned in physiology, anatomy, kinesiology, and psychology. You will learn appropriate exercise program design, safe exercise technique, and the ways to assess physical improvement in your clients. By the end of this course, you should be prepared to sit for a national credentialing examination. *Laptop or tablet with basic software functionality of Microsoft Word, PowerPoint, and Excel required. Offered every semester.*

Academically Ineligible *This new policy takes effect Spring 2020 semester*

Students become Academically Ineligible to re-register at Newberry College based on two types of criteria.

First, students on academic probation for two successive semesters who are unable to improve their cumulative Newberry College GPA to the required minimum according to the semester hours attempted are automatically placed in an Academically Ineligible status for the following semester and are not permitted to register for courses for the semester immediately following their second semester of probation. Ineligible students have two choices: • Appeal: Ineligible students may receive a reprieve only by action of the Faculty Council upon formal review of a written petition by the ineligible student. Or, • Sitting out: If an appeal is either unsuccessful or not pursued, ineligible students are required to sit out at least one semester, and if readmitted by the Office of Enrollment Management, will have two semesters in which to achieve the required grade point average. If students do not achieve the required GPA within two semesters, they will be automatically 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.

Second, to be eligible to re-register in the Fall semester, students must pass at least six (6) semester credit hours in the preceding Spring semester [students taking fewer than six (6) hours must pass onehalf of the credit hours attempted], and must maintain a minimum cumulative grade point average on courses taken at Newberry College.

Cumulative Semester Hours Attempted* GPA required for Eligibility to Re-Register 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 Faculty Council.

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 (12) 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.

Academic Complaints/Grievances:

Students who have concerns regarding classroom practices and procedures are encouraged to first attempt a resolution through discussion with the faculty member. Students may also contact the faculty member's Department Chair or the Office of Academic Affairs.

If the issue is not resolved the student may file a written grievance/complaint with the Department Chair or the Office of Academic Affairs. If filed with the Office of Academic Affairs the complaint will be assigned to a department chair or if the complaint is against a Department Chair the complaint will be assigned to the Associate Academic Dean. The chair or associate dean will talk with both parties as a fact finder and then issue a resolution in writing in a timely fashion. The student has a right to appeal the resolution to the Office of Academic Affairs. Findings of a Department Chair will be handled by an Associate Dean and findings of an Associate Dean will be handled by the VPAA. The decision of the Associate Dean or VPAA on an appeal is final.

Please note: This policy does not apply to issues of academic integrity.

If the complaint/grievance is not resolved by the institution the student may reach out to the South Carolina Commission of Higher Education at:
https://www.che.sc.gov/CHE_Docs/academicaffairs/SARA/ComplaintForm.pdf

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students who are enrolled in a degree seeking program at Newberry College must meet Satisfactory Academic Progress (*"SAP"*) standards in order to maintain eligibility for any form of financial aid. In order to determine SAP, a student will be evaluated on three criteria: *quantitative, qualitative, and time frame.* The following sections outline the minimum standards for each criterion. Please note that many state and institutional scholarships have higher eligibility requirements than those set forth by these criteria. It is ultimately the student's responsibility to know and understand the specific eligibility criteria for his/her federal, state, intuitional, and private awards.

Criterion #1: Quantitative

In order to meet the minimum requirement for the *quantitative SAP* criterion, a student must complete at least 67% of the credit hours which s/he has previously attempted. This percentage is calculated by dividing the number of credit hours earned (cumulative) by the number of credit hours attempted (cumulative). Attempted hours include those for standard courses, remedial courses, withdrawn courses, repeated courses, incomplete courses, 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 hours attempted.

Criterion #2: Qualitative

In order to meet the minimum requirement for the *qualitative* SAP criterion, a student must earn a minimum GPA (cumulative) in accordance with the scale below:

Credit Hours Attempted	Cumulative GPA
0-23	1.50
24-55	1.75
56 or more	2.00

Grades earned for transfer courses will not be included in the GPA calculation for SAP. Grades of "W" will not be included in the GPA calculation for SAP. Incomplete grades will not be included in the GPA calculation for SAP. The highest grade for a repeated course (attempted at Newberry only) will be used in the GPA calculation for SAP. For the purpose of GPA calculations only, a course is considered a "repeated course" only if it complies with the "Repeating a Course" section of the *Newberry College Academic Catalog*.

Criterion #3: Time Frame

The time frame criterion limits the length of time that a student can receive federal student aid. A student will not be permitted to receive aid after exceeding 150% of the average length of his or her degree program (measured in credit hours attempted). This standard applies to all undergraduate candidates, including second-degree students. A student who changes his or her academic major will not have the credit hours related to the original major included in the time frame calculation. However, a student will only be allowed this leniency one time, and the student must request such leniency in writing with the Office of Financial Aid.

Review of SAP:

The academic records of all students will be reviewed for SAP at the end of each academic term (fall, spring, and summer), and all students will be notified of their SAP status via institutional email once the calculations have been completed. Students who initially move into an unsatisfactory SAP status will be given *one* additional semester to meet SAP criteria. During this time, the student will be placed on a *financial aid warning* status. If the student fails to meet all SAP criteria by the end of that student's *financial aid warning* period, that student will become ineligible for all forms of aid **until** all SAP criteria have been met. A student who fails to meet the time frame requirement will not receive a warning period; instead, that student will move straight into an ineligible status.

Effective Spring 2020: A student who fails to meet SAP requirements may continue to receive institutional aid, so long as that student continues to meet all other basic qualifications for the institutional aid in question. Students receiving athletic aid will need to confirm their continued eligibility with the college's Office of Athletic Compliance.

SAP Appeals:

Students with an unusual circumstance (e.g. death in the family, illness, or other circumstances beyond their control) may request the reinstatement of their financial aid by submitting an appeal form and supporting documentation to the Office of Financial Aid. If a student's appeal is granted, that student will be placed on either a *probationary* status for one semester **or** an *academic plan* status for one or more semester(s). Federal regulations determine the status which must be used, and the Office of Financial Aid maintains sole discretion in compliantly assigning such status. If, on the other hand, the appeal is denied, that student will become ineligible for financial aid until such time as that student has met all SAP requirements.

A. In the event that a student is placed on a probationary status, that student will be able to receive his/her financial aid for one additional semester. If—at the end of the probationary period—that student has met all SAP requirements, that student will be placed back into an eligible status for financial aid and will continue receiving aid as long as that student continues to maintain SAP requirements. If—on the other hand—that student has not met all SAP requirements by the end of the probationary period, that student will become ineligible for financial aid until such time as all SAP requirements have been met.

B. In the event that a student is placed on an academic plan, the Office of Financial Aid, that student, and the Center for Student Success will agree upon (in writing) a very specific set of goals that the student must meet in order to maintain financial aid eligibility. Failure of that student to meet the requirements outlined in his/her academic plan will result in the loss of financial aid until such time as all SAP requirements have been satisfied.

Only one appeal may be submitted per unusual circumstance occurrence. All claims made in the appeal must be

substantiated with supporting documentation. If a student is unable to provide adequate documentation that substantiates his/her reason for requesting an appeal, that student's appeal cannot be approved. If a student or parent has a question about what type of supporting documentation should be submitted with the appeal, please contact the Office of Financial Aid via finaid@newberry.edu.

All appeals must be submitted by 3:00PM on the day before the official end of add/drop each semester. Appeals received after this deadline will not be accepted for review. Incomplete appeals (i.e., appeals submitted without the required personal statement and/or ample supporting documentation) will not be considered "submitted" for the purpose of meeting the appeal deadline listed above.