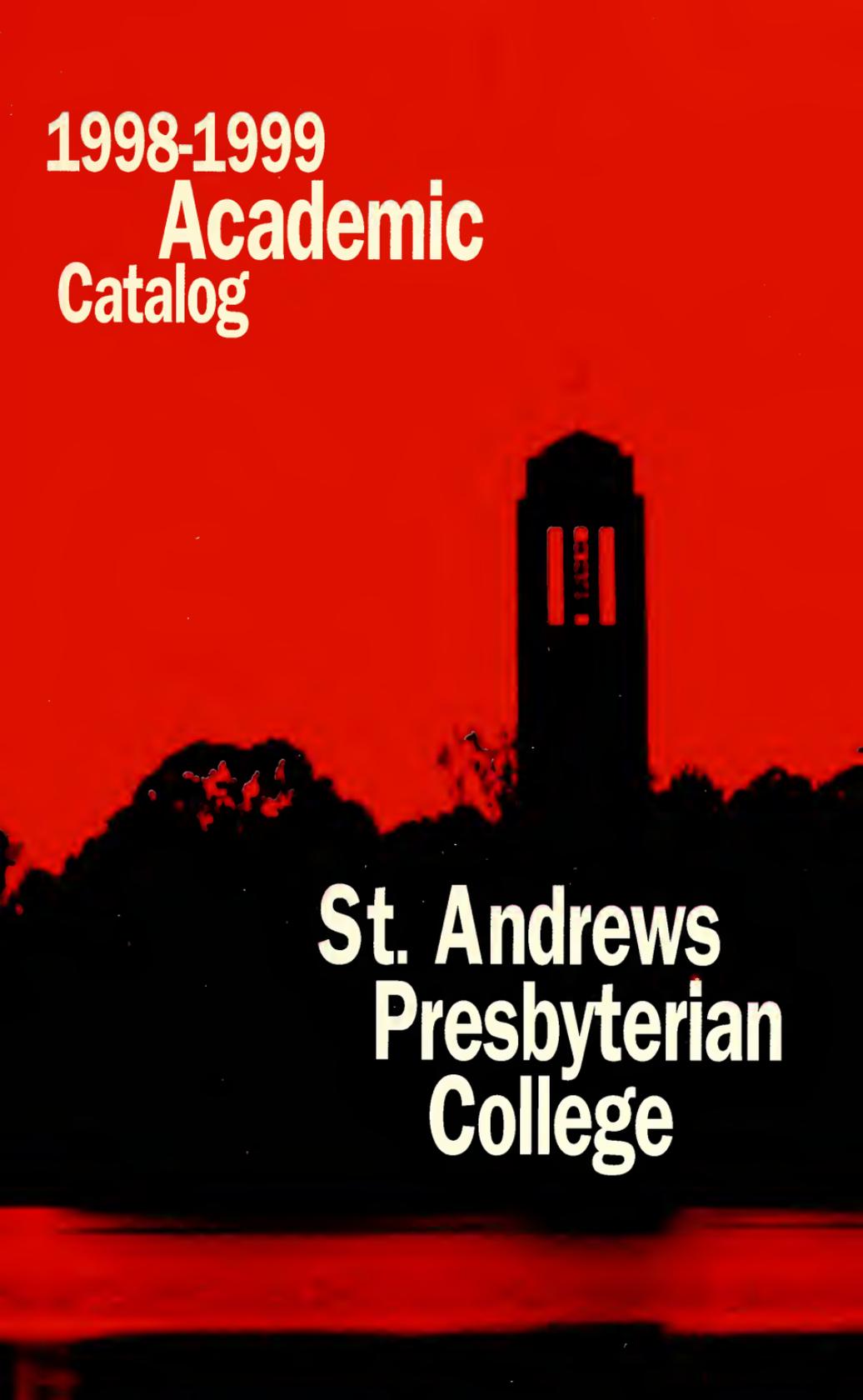


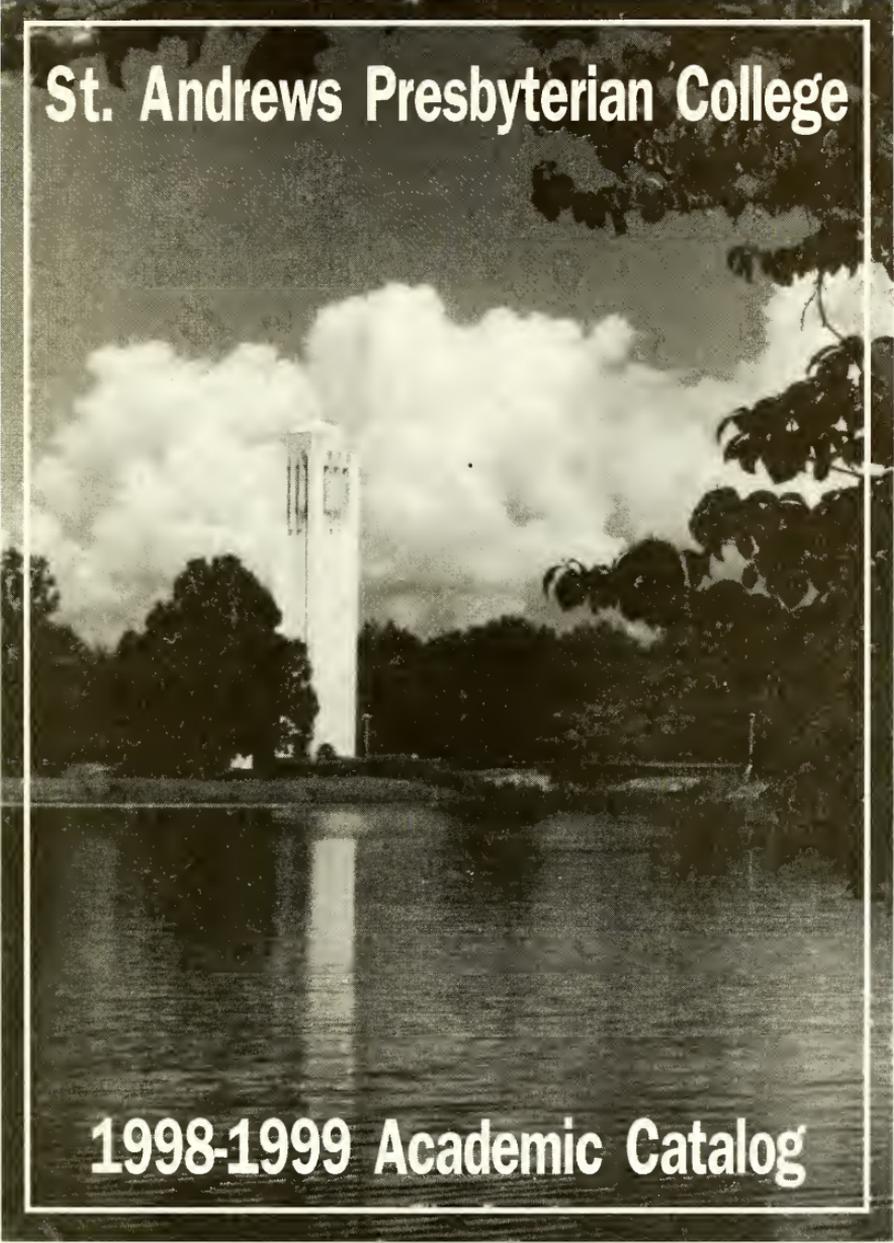
**1998-1999
Academic
Catalog**



**St. Andrews
Presbyterian
College**



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St. Andrews Presbyterian College

1998-1999 Academic Catalog



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Cover Photo:

Rooney Coffman, Class of '68

Catalog Design & Illustration:

Jennie Mayo, Just Your Type Commercial Media Design, Class of '96

Table of Contents

Calendar	4
Academic Catalog	7
Heritage of St. Andrews	9
Statement of Purpose	9
About St. Andrews	
Accreditation	10
The Students	11
The Faculty	11
Location	11
Assessment	11
Admission	
Regular Admission	13
Transfer Admission	14
International Student Admission	15
St. Andrews, Sandhills Campus	16
Special Admission	18
Student Life & Resources	21
Student Activities	26
Facilities	31
Financial Planning	35
Basic Fees and Costs	35
Payment Schedule	37
Financial Assistance	39
Academic Programs	43
Academic Honors	44
General Honors	44
Continuing Adult Education	50
St. Andrews Residential Courses Abroad	51
Academic Policies	55
Degree Requirements	65
Majors Offered	66
Pre-Professional Programs	71
St. Andrews General Education	73
Breadth Requirements	76
Interdisciplinary Majors & Minors	81
Asian Studies	81
Department of Communications & Performing Arts	84
Environmental Studies	86
Exercise Science & Sport	89
International Business	94
Liberal Arts	96
Division of Humanities & Fine Arts	99
Division of Mathematics, Natural & Health Sciences	117
Division of Social & Behavioral Sciences	131
Course Descriptions	155
Personnel	
Faculty	221
Administration	229
Board of Trustees	232
Appendix	233
Index	238

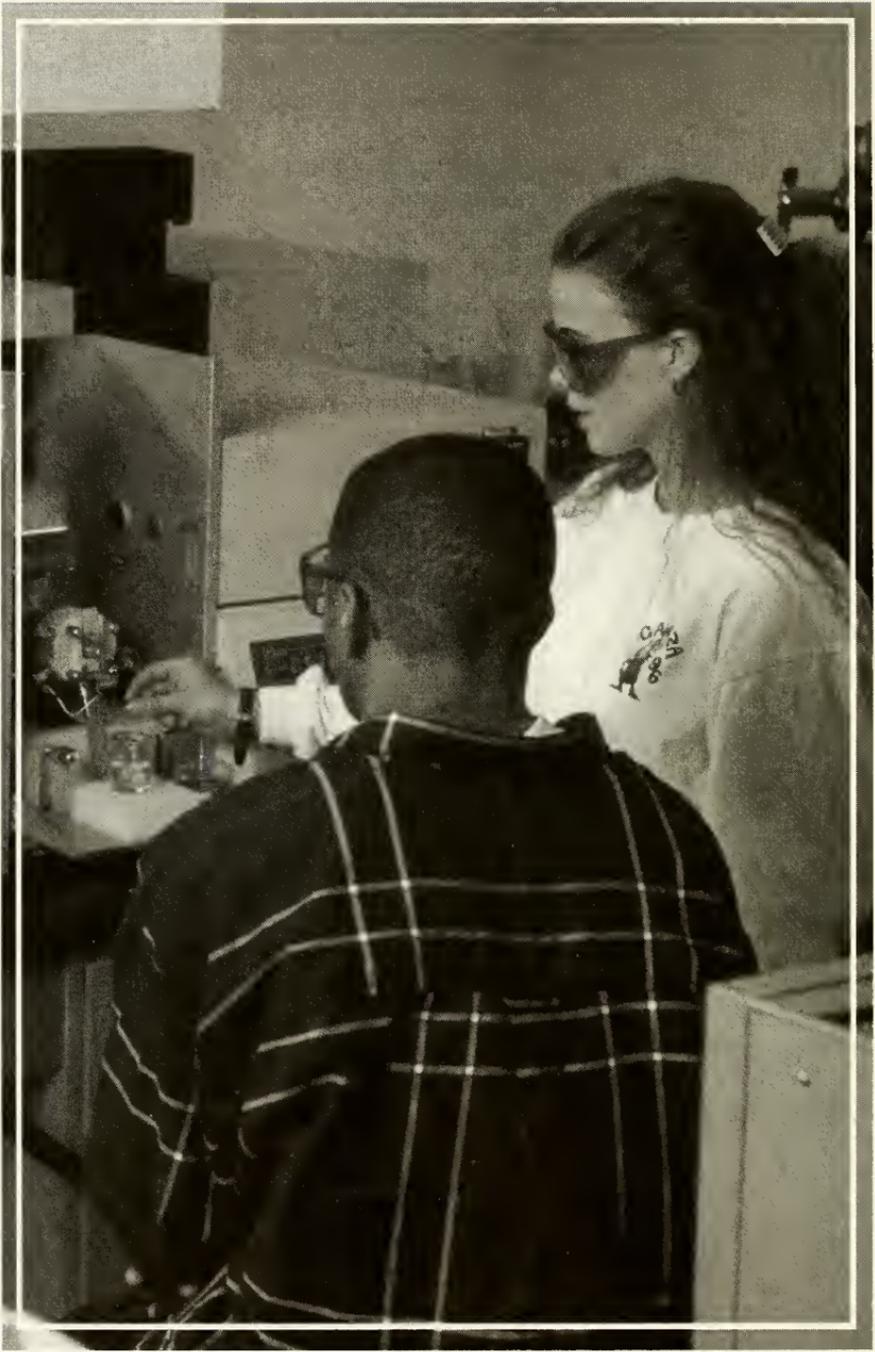
Early Semester Calendar 1998-1999

Fall Semester 1998

Aug 22-24	Sat-Mon	Orientation for all students new to St. Andrews
Aug 25	Tues	Registration for the Fall Semester (including Demisesters 1 & 2)
Aug 26	Wed	Classes begin for the Fall Semester and for Demisester 1
Aug 26	Wed	First day to add a course for the Fall Semester or Demisesters
Aug 27	Thur	Last day to add a course for Fall Demisester 1
Sept 2	Wed	Last day to add a course for Fall Semester (semester long courses)
Sept 2	Wed	Last day to drop a course for the Fall Semester or Demisester 1 without a grade of "W"
Sept 18	Fri	Check Points due
Sept 28	Mon	Change to pass/fail grading option for a course in Demisester 1
Sept 30	Wed	Spring and Summer Term grades of "I" become "F" if not removed
Oct 14	Wed	Last day of Demisester 1
Oct 15-18	Thur-Sun	Fall Break
Oct 19	Mon	First day of Demisester 2
Oct 19-20	Mon, Tue	Add course(s), or drop course(s) without a grade of "W" for Demisester 2
Oct 20	Tues (noon)	Mid-semester grades for Semester long courses and final grades for Demisester 1 courses due
Nov 6	Fri	Last day to drop a course
Nov 9	Mon	First day to change to pass/fail grading option for a course
Nov 13	Fri	Last day to change to pass/fail grading option for a course
Nov 17	Tues	Advance Registration for Spring Semester 1999
Nov 20	Friday	Check Points due
Nov 25-29	Wed-Sun	Thanksgiving Break
Dec 9	Wed	Last day of classes
Dec 10	Thur	Study Day
Dec 11-12, 14-16	Fri, Sat, Mon, Tue, Wed	Final Examinations
Dec 16	Wed	Last day of Fall Semester and Demisester 2
Dec 17	Thur	Residence Halls Close
Dec 18	Fri (4:00 p.m.)	Fall Semester Grades Due

Spring Semester 1999

Jan 10-11	Sun-Mon	Orientation for New Students
Jan 11	Mon	Registration for all students (1:00 p.m. - 4:00 p.m.)
Jan 12	Tue	Classes begin for Spring Semester and for Demisemester 1
Jan 12	Tue	First day to add a course for the Spring Semester or Demisemesters
Jan 13	Wed	Last day to add a course for Spring Demisemester 1
Jan 18	Mon	Last day to add a course for Spring Semester (semester long courses)
Jan 18	Mon	Last day to drop a course for the Spring Semester or Demisemester 1 without a grade of "W"
Feb 5	Fri	Check Points due
Feb 9	Tue	Fall Semester grades of "I" become "F" if not removed
Feb 12	Fri	Change to pass/fail grading option for a course in Demisemester 1
Feb 26	Fri	Last day of Demisemester 1
Feb 27-Mar 7	Sat-Sun	Spring Break
Mar 8	Mon	First day of Demisemester 2
Mar 8-9	Mon, Tue	Add course(s), or drop course(s) without a grade of "W" for Demisemester 2
Mar 9	Tue (noon)	Mid-semester grades for Semester long courses and final grades for Demisemester 1 courses due
Mar 19	Fri	Last day to drop a course
Mar 22	Mon	First day to change to pass/fail grading option for a course
Mar 26	Fri	Last day to change to pass/fail grading option for a course
Mar 31	Wed	Check Points due
Apr 2-5	Fri - Mon	Easter Break
Apr 20	Tues	Advance Registration for Fall Semester 1999
Apr 29	Thur	Last day of classes
Apr 30	Fri	Study Day
May 1 - 6	Sat - Thur	Final Examinations
May 6	Thur	Last day of Spring Semester and Demisemester 2
May 6	Thur (10:00 a.m.)	Senior Grades Due
May 8	Sat	Commencement
May 8	Sat	Residence Halls close
May 11	Tues (noon)	Spring Semester grades due
May 10 -Aug 13		Summer Term





St. Andrews Presbyterian College

1998-1999
Academic Catalog

The College reserves the right to make changes in particular curricular requirements and offerings, in regulations, and in fees whenever such changes are deemed necessary. College catalogs and bulletins are prepared to furnish prospective students and other interested persons with information about the institution. Announcements contained in such printed materials are subject to change without notice and may not be regarded as legally-binding obligations.

Students are expected to read and conform to the regulations of this catalog. The student, not the College nor faculty members, is primarily responsible for knowing the regulations and policies of the college, and for meeting the requirements for a degree.

Laurinburg Campus:

1700 Dogwood Mile
Laurinburg, North Carolina 28352
(910) 277-5005

Sandhills Campus:

2200 Airport Road
Pinehurst, North Carolina 28374
(910) 695-3888

College Information:

phone (910) 277-5000 • fax (910) 277-5020 • e-mail: info@sapc.edu

Statement of Equal Employment Opportunity & Non-discrimination

Recognizing that equality is a fundamental goal in a democratic society, St. Andrews Presbyterian College, on the basis of its purpose and principles, commits itself legally and morally to achieving equality for members of its community. The College affirms the dignity and worth of each individual and treats each member, employee, and applicant for employment on the basis of merit, experience, and other work-related criteria without regard to race, color, religion, sex, national origin, ancestry, age, disability, or any other protected class under relevant state and federal laws.

It is the policy of the College to take affirmative action to insure that equal opportunities exist for all employees within the institution and in all hiring practices. This policy of equal opportunity and non-discrimination applies to

every facet of personnel administration, including, but not limited to: recruitment, recruitment advertising, employment, training, assignment, pay and other forms of compensation, promotion, demotion, transfer, leaves, tuition reduction and other forms of educational assistance, retention and discharge of employees.

The policy also applies, insofar as the law allows, to the administration of its educational policies, admissions policies, scholarship and loan programs and to the housing of students.

Family Educational Rights & Privacy Act of 1974

Pursuant to the Family Educational Rights and Privacy Act of 1974, as amended, in general, personally-identifiable information can be disclosed to persons outside the College only with the written consent of the student or alumnus/alumna involved. A brochure entitled *Your Educational Rights* is available setting forth the specific College policies concerning:

1. Disclosure of information to persons outside the College
2. Disclosure of information to persons within the College
3. Permitting students to inspect and review records
4. Providing students with the opportunity to seek the collection of their records

The complete confidentiality statement is available in the student handbook, *The Saltire*.

Drug-free Workplace

It is the policy of the College to maintain a drug-free workplace. Accordingly, all employees are prohibited from using, distributing, manufacturing or possessing controlled substances of any kind on the premises of the College.

Each employee must, as a condition of employment, comply with this policy and notify his or her immediate superiors of any conviction of a drug charge which results in a violation of the College's drug-free workplace policy. Such notification shall be made no later than five (5) days after such conviction.

The College will notify any appropriate federal agency or office from which it receives grants, loans or any other financial support within ten (10) days from notification of an employee's drug conviction.

Within thirty (30) days of receiving the notice referred to in paragraph two above, the College will discipline any employee who is convicted of a drug charge in violation of this policy. Disciplinary action may include suspension from or termination of employment or any other remedy deemed appropriate by the College. Among other things, the College may require the convicted employee to participate in a drug abuse assistance or rehabilitation program approved for such purposes by appropriate federal, state or local agencies, as a condition for continued employment.

From time to time, the College will establish drug-free awareness programs to inform the employees about this policy, the dangers of drug abuse in the workplace, and available drug counseling, rehabilitation, and assistance programs.

Heritage of St. Andrews

St. Andrews College traces its establishment to 1896 when Flora Macdonald College was founded at Red Springs, North Carolina. In 1958 Flora Macdonald College and Presbyterian Junior College (which was established in 1928) were formed into St. Andrews Presbyterian College.

In the early 1950s, Presbyterians of North Carolina obtained a grant from the Ford Foundation to survey higher education in the Synod of North Carolina. As a result of that study, the Synod decided in 1955 to create a merged college at a new site. The founders had the foresight to make a commitment to work toward breaking down the physical barriers which made it difficult for students with physical challenges to pursue a college education. Therefore, the new campus was constructed to be accessible, with wide doorways and hallways, curb cuts, elevators and special restroom modifications.

Another grant enabled the Synod to plan a new college of high academic quality and Christian purpose, one with contemporary style and design. In 1960, the new college was named St. Andrews Presbyterian College to mark its Scottish heritage and to identify it with the University of St. Andrews, a leader of Christian education in Scotland.

Since its opening in Laurinburg in 1961, St. Andrews has distinguished itself as a pioneer in innovative Christian higher education. With its interdisciplinary emphasis in the humanities and sciences, award-winning campus design, accessibility to the physically-challenged, and commitment to value-oriented learning for the future, St. Andrews has become a nationally recognized new college with a significant history.

Statement of Purpose

St. Andrews Presbyterian College is a four-year, church-related, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald College, a four-year college which opened in 1896, and Presbyterian Junior College, which was founded in 1928. With both residential and non-residential undergraduate programs, the College serves traditional and non-traditional students, from diverse national, ethnic, and socio-economic backgrounds, by offering degree programs, certification programs and special training programs. One of the first barrier-free campuses, the College takes particular pride in its historical commitment to accommodating students with physical challenges.

St. Andrews breaks down intellectual and interpersonal barriers as well. Members of the faculty work together across disciplines, recognizing their primary roles as teachers and advisors, while maintaining a commitment to scholarship and professional development in their individual fields. Students, administrators, and staff also take seriously their shared roles in teaching, advising, and mentoring. Through its integrated educational program, the College seeks to graduate informed, articulate individuals, with a comprehension of the complex nature of the problems facing a diverse but interdependent global community, and

with the knowledge and skills necessary to lead productive professional lives.

As a college of the Church, St. Andrews believes that knowledge of the Judeo-Christian tradition is vital to understanding the heritage of Western civilization and its place in the contemporary world. True to the historical Presbyterian commitment to intellectual inquiry, St. Andrews views critical exploration in all disciplines as compatible with faithful living. The College's major programs provide students with depth of knowledge in particular disciplines, while also affirming that such knowledge gains in value when placed in an international, intercultural and interdisciplinary context.

St. Andrews understands genuinely successful academic communities to be inclusive and student-centered. In addition to offering programs in the liberal arts and sciences and in selected pre-professional areas, the College fulfills its community service responsibility and also promotes experiential and service learning through internships, community service activities, and international travel/study opportunities. Responding to the needs of diverse learning constituencies, St. Andrews offers educational and residential environments which enhance the academic enterprise through an array of career, technological, and other support services. Due regard for healthy life-styles and physical well-being is encouraged through wellness education and athletic programs.

Finally, St. Andrews believes the challenges of the future will best be met by institutions and individuals with the openness and flexibility to adapt to rapid change. It therefore engages in systematic evaluation in order to maintain dynamic and relevant programs, and it encourages students to develop habits of lifelong learning and self-renewal which balance freedom with responsibility and transcend self-interest with a spirit of service.

About St. Andrews

Accreditation

St. Andrews Presbyterian College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's degrees.

The College is a member of the North Carolina Association of Independent Colleges and Universities, the Association of Presbyterian Colleges and the Council of Independent Colleges. The College's women graduates qualify for membership in the American Association of University Women.

The Students

St. Andrews' students hail from throughout the United States and from many foreign countries. Together they create a cosmopolitan atmosphere in an academic community that challenges them to do their best in intellectual pursuits, creative endeavors, and service to others.

The Faculty

More than 90% of the full-time teaching faculty hold the earned doctoral or appropriate terminal degree. Their first priority is to deliver quality teaching and

effective advising. They are also accomplished scholars and actively contribute to the local community. A student-to-faculty ratio of 13:1 facilitates the highly interactive approach to teaching and learning that characterizes St. Andrews. A commitment by the faculty to interdisciplinary teamwork in the teaching of the general education program (SAGE) and in other academic programs enhances the vitality and appeal of the educational experience at St. Andrews. Many of the faculty have lived, traveled or studied in Europe, Africa, Asia and Latin America. Others bring to their classrooms varied insights, applications and connections from previous work and service experiences.

Location

St. Andrews is located on the south side of Laurinburg, a community of 18,000 people. The city is located at the junction of U.S. Routes 401, 15-501, and 74.

Twice an "All-American City," and the county seat of Scotland County, Laurinburg offers students a pleasant setting for study and recreation, where they enjoy a climate similar to that of the nearby winter resorts of Southern Pines and Pinehurst. Spectacular mountains and magnificent beaches are within easy driving distance.

The Campus

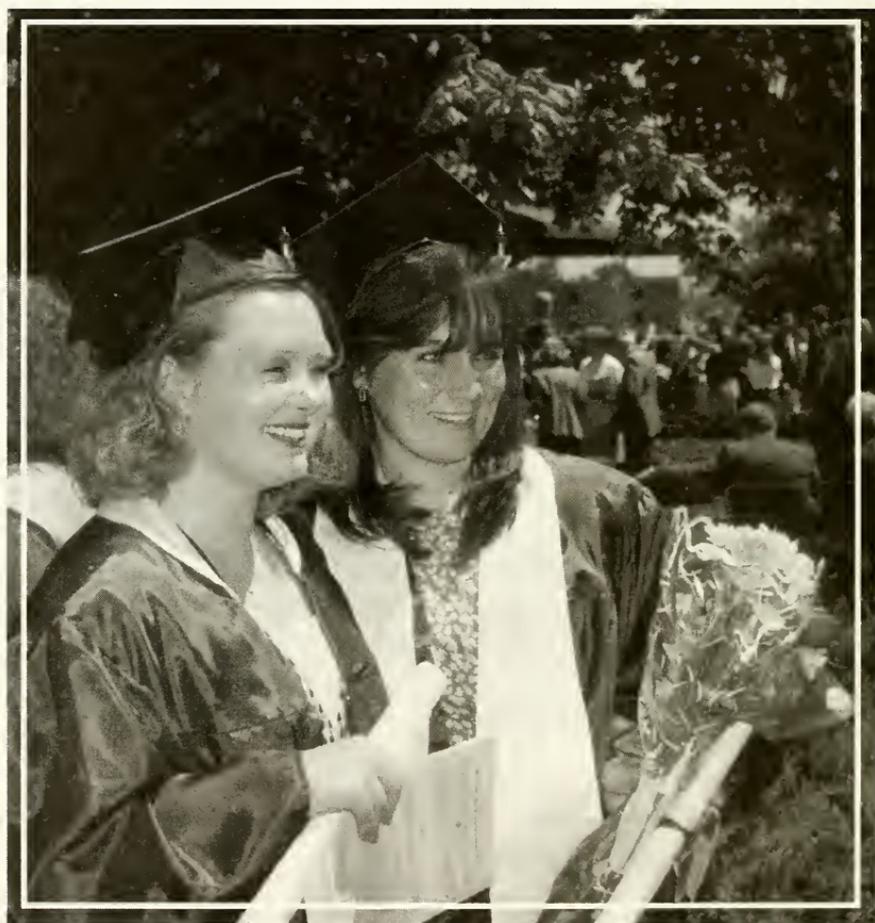
Leading educational consultants worked with expert architects and landscape designers to translate Christian modern philosophy into modern construction, with the result that the campus design won its architects a first-place citation in national competition.

Campus buildings are grouped on opposite banks of the 70-acre Lake Ansley C. Moore, with many acres of forested land also comprising the campus.

Assessment

The College is committed to a process of continuous institutional self-examination at all levels and in all areas, both academic and administrative. The reason for this process is to provide a documented record of the College's degree of success in attaining its stated purpose, to identify those areas of weakness requiring improvement, and to implement those changes necessary to achieve institutional goals and improve educational programs, services and operations. The College's program of assessment is systematic and comprehensive. It utilizes quantitative and qualitative means of assessment, and plays a critical role in the institutional planning process.

Southern Association
of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
Telephone Number: 404-679-4501



Admission



First-year and transfer students may be considered for admission for both Fall and Spring semester entry.

St. Andrews accepts students with high-abilities and also those with high-potential. The Office of Admission seeks to ensure that candidates for admission possess the characteristics and skills necessary for success at St. Andrews.

St. Andrews accepts students who are otherwise admissible without regard to age, disability, national and ethnic origin, race, religion, or sex.

Prospective students are encouraged to visit the campus to discuss the College and its programs and to share their personal goals through an official admission interview. To schedule an appointment with the Office of Admission, students should call toll-free 1-800-763-0198; preferable visit times are Monday – Friday during an academic semester.

St. Andrews operates on a rolling admission plan and will accept applications as long as space is available. Students are notified of admission as their files are completed and decisions are made. An enrollment deposit of \$200 is required. Deposits are not refundable after May 1.

Before enrolling at St. Andrews, all first-year and transfer students must request an official, final high school transcript, as indicated by the Scholastic Aptitude Test (SAT) or the American College Testing Assessment Program (ACT). The report should be sent directly to St. Andrews through the appropriate testing report service or as a part of the high school transcript.

Each student must request an official high school transcript, as indicated by the high school seal and the signature of an authorized school official, of each high school attended. The transcript should be sent directly to the St. Andrews Office of Admission, 1700 Dogwood Mile, Laurinburg, NC 28352.

All applicants must satisfactorily complete at least 11 of the following recommended high school courses:

1. Four units of English.
2. Two units of the same foreign language.
3. Three units of mathematics, including two of algebra and one of plane geometry.
4. Two units of social sciences.
5. Three units of science.
6. Two units of electives.

Students are normally admitted if they have met the above course requirements, are in good standing, have earned a cumulative high school G.P.A. of 3.0 or above on academic courses, and have an SAT score of 1060 or above or an ACT score of 23 or above. Applicants who do not meet the above criteria are considered on an individual basis, with the consideration of a variety of factors. Final decisions are made by a faculty committee.

Students who have received high school equivalency certification based on the General Education Development (GED) test may be considered for admission.

These students should submit a request for official transcripts from all high schools attended and should also request a copy of the GED certificate. SAT or ACT score reports are required, as well as a teacher or counselor recommendation. All official documents, including the GED certificate, should be mailed directly to the St. Andrews Office of Admission.

Early Decision

For students who are certain that St. Andrews is their first college choice, there is an option of Early Decision. Early Decision applicants must apply by December 1 and are notified of acceptance by January 1. They should submit an early version of the necessary financial aid information to St. Andrews by December 1, in order to receive an early estimate of financial assistance by January 1. Early Decision applicants also sign an agreement to withdraw applications from all other colleges by February 1 and to submit the \$200 enrollment deposit to St. Andrews by February 1.

Transfer Admission

Students may transfer to St. Andrews for the Fall, or Spring Semester. Students who are interested in transferring to St. Andrews are strongly encouraged to schedule a campus visit by calling, toll-free, the St. Andrews Office of Admission at (800) 763-0198, in order to discuss transfer of credits with the Office of Admission.

Transfer credits from other regionally-accredited institutions will be granted in full, provided that the courses taken correspond to work offered at St. Andrews. Courses passed with grades of "C" or below are accepted in transfer only if the student's overall G.P.A. is 2.0 or above. A maximum of 65 credits may be transferred from a two-year and/or technical college; a maximum of 90 credits may be transferred from a four-year institution or from a combination of the two. Final authority for transcript evaluation rests with the Office of the Registrar.

Although St. Andrews operates on a rolling admission plan and will accept applications as long as class space is available, prospective transfer students are particularly encouraged to submit all admission materials as soon as possible, in order to discuss the transfer of credits. An enrollment deposit of \$200 is required. Deposits are not refundable after May 1.

An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, must be in each student's file. The transcript should be sent directly to the St. Andrews Office of Admission and will be forwarded to the Office of the Registrar, in compliance with federal enrollment guidelines.

All transfer students who wish to be considered for financial assistance should request a Financial Aid Transcript from all colleges previously attended, even if the student neither requested nor received financial assistance from the college. Financial Aid Transcripts should be mailed directly to the St. Andrews Office of Student Financial Planning, 1700 Dogwood Mile, Laurinburg, North Carolina, 28352. St. Andrews grade level and previous college aid received must be considered

before aid is disbursed for transfers.

Requirements for Transfer Students

Each student should submit an application for admission and a \$25 application fee.

Prospective transfer students should request an official transcript from each post-secondary institution attended; composite transcripts are not accepted. Students currently enrolled should request an official partial transcript at the time of application.

Prospective transfer students who have earned a minimum 2.5 G.P.A. with at least 12 college credits are normally accepted. Applicants whose G.P.A. is below 2.5 will be considered on an individual basis. Some students may benefit from submission of the SAT or ACT score reports and/or high school transcripts, as well as a teacher or counselor recommendation. Many students benefit from an official admission interview. All transfer applicants must be in good standing at the college last attended.

Second Degrees

Students who hold a Bachelor's degree from another college may earn a second Bachelor's from St. Andrews. St. Andrews graduates may come back as special non-degree seeking students and take additional courses.

For a second bachelor's degree, a student must complete all graduation requirements for the major, St. Andrews General Education, beginning with SAGE 210, all breadth courses and the Science component of SAGE (253 and 254 or 354). Exemptions may be given for these courses if the student has completed similar coursework elsewhere. Senior SAGE (409 and 481) is required. The student must also complete a minimum of 30 credits at St. Andrews.

International Student Admission

Before considering St. Andrews, non-U.S. citizens should examine their financial situation very carefully. The U.S. Immigration and Naturalization Service requires St. Andrews to certify that international students who have been accepted for full-time enrollment have sufficient funds to meet all expenses, including: tuition, room and board, fees, and transportation. St. Andrews requires an International Student Declaration of Financial Support from each international student's family. The statement certifies that tuition, room and board, and personal funds are available, and that students are permitted to export and exchange those funds into the United States. The form must be signed by the student, a parent, and a bank official.

Only after acceptance and after St. Andrews' receipt of the International Student Declaration of Financial Support can students expect to receive an I-20 form. The student must present that form to a United States Consulate when applying for a student (F-1) visa. Student visas must be obtained before entering the United States.

An enrollment deposit of \$200 U. S. is required. Deposits are not refundable after May 1.

Requirements for International Students

Each student should submit an international application for admission, including an original 300-500 word autobiographical essay and a \$25 application fee.

Each student must request that all secondary and post-secondary schools attended submit directly to St. Andrews an official copy of all school records. Copies of any secondary certificates earned should also be submitted.

In addition, each student must request two letters of recommendation (one of which must be from the applicant's English teacher) from teachers, school counselors, or headmasters.

Students for whom English is their second language must request direct submission of an official TOEFL score report before an acceptance decision will be made. Students are required to have a reading, writing, and conversational knowledge of the English language. Students for whom English is their primary language may submit:

1. SAT or ACT scores
2. TOEFL with TWE scores
3. British O-Level examination scores

All score reports must be official and mailed directly to the St. Andrews Office of Admission.

Admission is normally granted to students who have a TOEFL score of 550 or above or a "Pass" at the O-Level English language examination and have maintained a strong academic record, as evidenced by the equivalent of a cumulative "B" average. All applicants must be in good standing at the school currently or last attended.

Students with a TOEFL score of 500-549 and a strong academic record with a cumulative "B" average may be admitted.

International Student Transfer Admission

Any international student who wishes to transfer to St. Andrews from another American university must meet the same international requirements for admission as listed above. If the student is admitted into St. Andrews, a new I-20 form which denotes the transfer, will be sent to the student. The international student must report to the Designated School Official within 15 days of arrival at St. Andrews.

St. Andrews, Sandhills Campus

St. Andrews Presbyterian College offers evening and weekend classes leading to the bachelor's degree in the St. Andrews, Sandhills Campus Program on the campus of Sandhills Community College in Pinehurst, North Carolina. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. This degree-completion or second-degree program offers four majors: Business Administration (B.A.), Creative Writing (B.F.A.), Elementary Education (B.A.), and Psychology with a Specialized Program of Study in Human Services (B.A.). The Education Program also offers licensure (K-6) to

those who have already earned a bachelor's degree. In addition, students may request to take courses to fulfill personal interests.

Prospective students may request additional information from St. Andrews, Sandhills Campus, Kennedy Hall, 2200 Airport Road, Pinehurst, North Carolina 28374. Specific questions concerning admission or curriculum should be directed to that office by calling (910) 695-3888.

Students enrolled at St. Andrews, Sandhills Campus may take no more than two courses over a 24-month period on the main campus of St. Andrews without special permission. Similarly, students enrolled at the main campus in Laurinburg may not take more than two courses at the Sandhills campus without special permission. For further information, please direct questions to the Office of the Registrar at St. Andrews Presbyterian College (910) 277-5221.

An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, together with official transcripts from all colleges attended, must be in each student's file. The transcripts should be sent directly to the St. Andrews, Sandhills Campus office, which will then forward them to the Registrar at St. Andrews Presbyterian College for review before the student is allowed to enroll.

All transfer students who wish to be considered for financial assistance should request a Financial Aid Transcript from all colleges previously attended, even if the student neither requested nor received financial assistance from the college. Financial Aid Transcripts should be mailed directly to the Office of Student Financial Planning, St. Andrews Presbyterian College, 1700 Dogwood Mile, Laurinburg, North Carolina 28352.

All permanent records and files for St. Andrews, Sandhills Campus are kept on the main campus in Laurinburg. Only advising files are housed on the Sandhills Campus.

Requirements for Students at St. Andrews, Sandhills Campus

Students must submit the St. Andrews, Sandhills Campus Application for Admission, together with a \$25 application fee.

Prospective St. Andrews, Sandhills Campus students must have completed either a bachelor's degree, or an associate degree in an approved major, or a minimum of 60 acceptable semester hours of credit (equivalent to 90 quarter hours). The degree or credits must be earned from a regionally-accredited institution. Applicants should submit an official transcript from each post-secondary institution attended; composite transcripts are not acceptable. Students currently enrolled must submit an official partial transcript at the time of application.

Transfer credits from other regionally-accredited institutions will be granted in full, provided that the courses taken correspond to work offered at St. Andrews. Courses passed with grades of "C" or below are accepted in transfer only if the student's overall G.P.A. is 2.00 or above.

A maximum of 65 credits may be transferred from a two-year and/or technical college; a maximum of 90 credits may be transferred from a four-year institution or from a combination of the two.

Before being accepted at St. Andrews, Sandhills Campus, it is suggested that students have completed:

Two courses — 6 semester credits — in English composition

One course in Fine Arts (art, music, or theater)

One course in Humanities (literature, philosophy, or religion)

One course in Social and Behavioral Sciences (history, political science, psychology, or sociology)

One course in Laboratory Sciences (biology, chemistry, or physics)

One course in Critical and Quantitative Thinking (specified mathematics course or accounting)

Two courses in one foreign language at the college level or 2 years in one foreign language at the high school level

Some academic majors have established additional course requirements:

Bachelor of Arts in Business Administration - Principles of Accounting I, II, (and III from students under the quarter-hour system); microeconomics or macroeconomics

Bachelor of Arts in Psychology with a Specialized Program of Study in Human Services - Introduction to Psychology

Bachelor of Arts in Elementary Education - Introduction to Psychology

All admission documents must be mailed directly to the St. Andrews, Sandhills Campus Office. When all required materials have been received, students will be notified to schedule an appointment with the Director of the Sandhills Campus to discuss transfer credits and degree requirements. Notification of acceptance will be mailed after the interview.

Special Admission

Non-degree Seeking Students

Individuals who do not wish to pursue a degree may apply and be accepted as non-degree seeking students. A high school diploma is not required for non-degree status; however, students who have graduated from high school within the last two years generally are not admitted as non-degree students, but instead must meet regular admission standards as outlined above for new students. Students under academic and/or disciplinary suspension or probation from this or any other institution may not be admitted in this category.

Readmission of Former Students

Students who have been absent from St. Andrews for one semester or longer must reapply for readmission through the Associate Dean for Academic Affairs. Questions should be directed through the Office of the Registrar, (910) 277-5221.

Students who have withdrawn voluntarily, while in good standing, will normally be readmitted to the College upon receipt of the application for readmission.

Students who withdraw and/or have been suspended from the College while not in good standing must produce evidence of having corrected or having the ability to correct any academic, social, or non-academic deficiencies before their

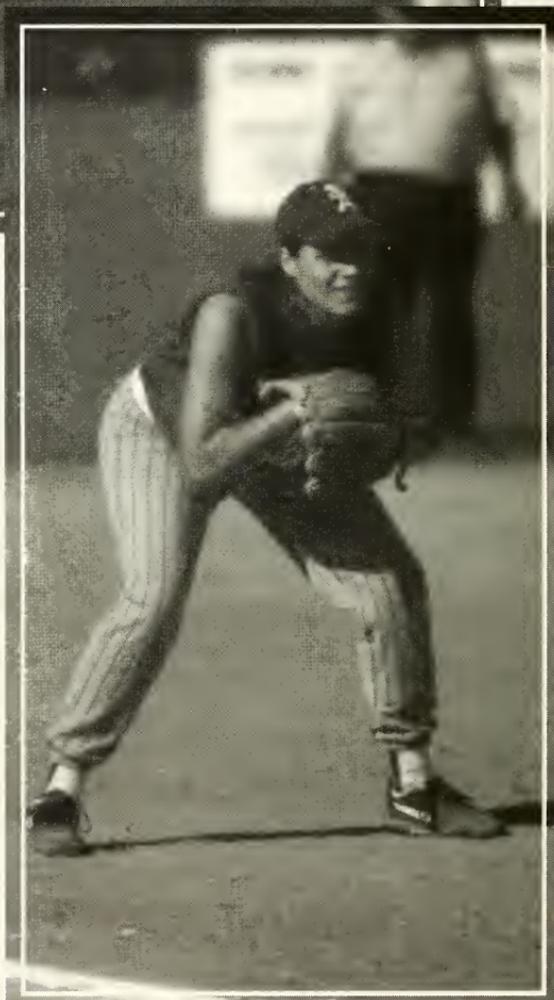
application for readmission is considered.

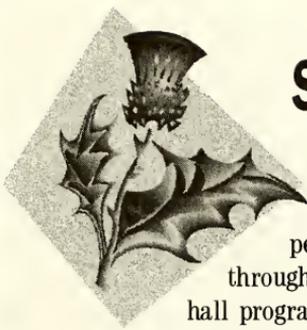
Students who have attended other colleges or universities must have a complete and official transcript of that college credit on file in the St. Andrews Office of the Registrar by the registration day of the semester in which they plan to enroll.

Visiting Students

A student may be admitted to St. Andrews as a visiting student from another accredited college or university. The visiting student is required to present certification from an authorized person of the other institution (i.e.: registrar, director of admission, vice president of enrollment, etc.) stating that the student is in good standing at the other institution. The student is encouraged to obtain prior approval for credit transfer from St. Andrews to the currently attended institution. Questions concerning the transfer of credits should be directed through the Office of the Registrar, (910) 277-5221.







Student Life & Resources

Life beyond the classroom at St. Andrews is exciting and meaningful. Opportunities abound for students to enrich their educational experiences in this living and learning environment through extracurricular and recreational activities, residence hall programs, athletics and intramurals, social events, clubs and organizations, student governance programs, volunteer service, religious and spiritual programs, and leadership activities. In addition to activities and events, a broad range of services is offered to support the academic program.

St. Andrews Community Honor Code

St. Andrews Presbyterian College is not only a place of learning, it is also a community of learning. The difference is that in a collegiate community, members are committed to pursuing their individual purposes in accord with those of others and in integrity with the Statement of Purpose of the College.

To realize our community, we must not only trust each other, we must also pledge to be worthy of that trust. For that reason, all of us enter membership in St. Andrews by making this pledge:

“I promise to be a contributing member of the St. Andrews Presbyterian College Community and supportive of its mission: to be responsible for my choice of behavior, to be honest in all my academic endeavors, to be respectful of the person and property of others, and to live in harmony with the social and natural environments, which sustain this community.”

Athletics

The intercollegiate athletics experience at St. Andrews is designed to complement participating students' academic challenges. St. Andrews' intercollegiate athletics offer character-building experiences in team play, selflessness, and courage, experiences that will enhance the total educational process and aid in building lifelong team skills for future success.

Both men's and women's teams at St. Andrews are members of the National Collegiate Athletic Association (NCAA), Division II, as well as of the newly-configured Carolinas-Virginia Athletic Conference (CVAC).

There are 11 NCAA teams: men's basketball, soccer, cross-country, baseball, and lacrosse; women's basketball, soccer, cross-country, tennis, softball, and volleyball.

St. Andrews is also proud to be the home of a championship equestrian program, open to both men and women for competition and recreation.

Varsity athletic teams have been successful in all levels of competition. Students are encouraged to participate in any program in which they have interest and/or experience, whether or not they have been recruited by a coach.

Career Services

The Career Services Center helps students apply their undergraduate accomplishments and experiences to a variety of outcomes, including obtaining a job and/or gaining acceptance into graduate or professional schools.

The Director works individually with students to create a personal credentials portfolio that includes a professional résumé, confidential letters of reference, and transcripts. The portfolio greatly enhances students' opportunities for success in the job market and/or in graduate or professional schools. Through a wide variety of workshops and experiential learning activities, students learn how best to present themselves as they interact with potential employers and/or graduate school officers.

The Center also provides a broad range of other services, including on-campus visits by recruiters, participation in regional job fairs, a comprehensive library of career resources and graduate catalogs, current job openings, résumé reviews, and information about hundreds of companies.

Students are invited to become acquainted with the staff and the services of the Career Services Center as early as their first semester at St. Andrews. Early and frequent contact with this valuable resource is a key to success after graduation.

Dining at Crossroads

The Belk Center Cafeteria, called Crossroads, serves three meals daily throughout the regular academic year. In addition to traditional hot meals, cafeteria fare includes a multi-item soup and salad bar, a sandwich bar, and the option of continental breakfast.

All students who live in College residence halls are required to carry the College meal plan. Exceptions are rarely made, and must be accompanied by extensive documented medical dietary requirements that cannot be accommodated by the food service program. Students living off-campus may purchase a long-term meal ticket.

The Gathering Place, located one floor above the Belk Center Cafeteria, is a snack bar that serves evening refreshments in a friendly atmosphere.

Health Services

St. Andrews provides health and wellness education and routine medical and first aid services to students in the Student Health Services Center. Burris Student Health Center serves as a walk-in clinic for all students and is conveniently located between Highland Hall and the PE Center. The Burris Student Health Center is open weekdays, 9 a.m. to 4 p.m., and is available 24 hours for emergencies. Many minor illnesses or injuries can be treated at the Health Center at no charge to the student; however, if a student's illness or injury requires physician care, or if x-rays, diagnostic tests, prescription drugs, etc. are needed, the student will be referred to a local medical provider of the student's choice. A primary care arrangement, in conjunction with the college health insurance policy, is located one quarter mile from campus. Scotland Memorial Hospital, located approximately one mile north of campus, can provide emergency room and hos-

pital services. Most medical specialties are available in the Laurinburg area. The nearest regional medical facility is in Pinehurst, NC, located approximately 30 miles north of the College. All medical services obtained off-campus are each student's financial responsibility.

All students are required to be covered under medical insurance and provide proof of adequate coverage to the Business Office and Student Health Services. Information regarding insurance requirements and fees may be found in the 'Financial Planning' section of this catalog.

Precautionary Health Care Measures for Travel Abroad

Three basic premises shape the policy of St. Andrews Presbyterian College concerning the taking of precautionary health care measures for students and faculty engaged in international travel: 1) that students and faculty will encounter situations in international travel which will require them to make advance preparations and take precautionary health care measures; 2) that, in order for those who administer programs to be of the most help to students before, during and after their international travel experiences, students traveling abroad under the auspices of the College's programs must provide information to College officials about their health status; and 3) that those traveling abroad are ultimately responsible for taking their own precautionary health care measures prior to travel and for exercising prudent judgment in reducing risks to personal health and safety while traveling and, as needed, after their return.

Procedures

It is in accordance with this policy that the College has instituted the following procedures for students and faculty engaging in international travel:

1. Anyone traveling abroad who is and will be on medication, or who has a medical condition or problem that needs special attention or may cause problems while abroad, should make an appointment with Student Health Services at least three weeks before the end of the semester preceding the semester or portion of semester in which travel abroad is scheduled for a review of his/her planned precautionary health measures.
2. Students taking prescription medications regularly (including allergy shots) must consult with their physicians about what to do while abroad. Prescription medicines can be taken abroad, provided they are clearly labeled by the pharmacy. It is good to take the physician information sheet for each of the medicines, and to take along a copy of prescriptions for these medications, as well as for eyeglasses or contacts.
3. Some governments require a recent physical examination of foreigners entering their countries. The College strongly urges all persons participating in study abroad to have a physical examination.
4. Some health risks are associated with living and studying abroad. Certain precautions can be taken to alleviate or minimize these risks. All international travel participants are responsible for taking the recommended immunizations and following the necessary medical procedures. Participants are responsible for consulting with the Centers for Disease Control, personal physicians, county

health departments, the College's Student Health Services and other sources of reliable directives and recommendations. Many precautionary measures may need to be implemented well in advance of travel abroad.

5. In instances where certain precautionary medical measures are deemed prudent and essential, students who fail to complete these will be denied participation in the College's program of travel abroad.
6. No later than four months before the departure date for travel abroad electives, the Dean of the College will send Student Health Services a list of international travel courses. No later than three months before the departure date, the instructors of these courses will send the dean and Student Health Services copies of their itineraries. Any changes in itineraries must be reported to these offices immediately because precautionary health measures may be affected.
7. The instructors will hold meetings with student participants within one week following registration. Attendance is required. At these meetings, the staff of Student Health Services will provide copies of all written materials regarding health measures for international travel, discuss required and recommended vaccinations, advise on prophylactics and precautions, and review procedures for completing requirements and forms with Student Health Services. Students will also receive a copy of this policy.
8. Student Health Services will make available a *Health Information Summary Form* and *Precautionary Health Measures and Medical History Release Form*, which every student intending to travel abroad must complete. These include general health information and immunizations; vaccinations and prophylactic measures the student has implemented in consultation with a physician. Both forms must be returned to Student Health Services in advance of the departure date. The student will be asked to sign the *Medical History Release Form* authorizing Student Health Services to provide a copy of the completed Health Information Summary and Medical History Forms to the instructor leading the trip abroad. Students who do not sign a Release Form will not be allowed to participate in travel abroad. Instructors must have information on a student's health history in the event of a medical emergency while abroad in order to take appropriate action and contribute informed and prudent statements to medical personnel.
9. All students planning to participate in any off-campus program of travel and study are also required to sign the *Off-Campus Studies Agreement and Release Form* and return it to the Office of Academic Affairs in LA 118 prior to departure. The Form will include the following statement: "I understand and acknowledge that there are inherent health risks associated with living and studying abroad and I agree I am personally responsible for obtaining all health information, medical procedures, immunizations, and prophylactic medications appropriate to my study abroad program." The Form also requires the signatures of parents or a legal guardian if the participant is under the age of eighteen (18).
10. Students participating in travel-abroad programs agree to report to the Health

Services Office after returning to campus so that the office may follow up with timely checks on the effectiveness of precautionary measures and on any follow-up medical advisories related to their travels.

Rehabilitation Services

St. Andrews provides a unique array of personal services to assist persons with severe physical disabilities to positively maintain their student status. Personal attendant care, nursing care and monitoring, transportation, and academic support services are available.

Additionally, assistance is provided to privately secure personal attendant care, therapy, adaptive equipment purchase and repair, counseling, adaptive driver's education, medical monitoring or consultation, or any other unique need of a student. All services are available on a fee basis.

Intramurals

Many students participate in the St. Andrews intramural program, which is active throughout the regular academic year. Intramural competition is sponsored in flag football, basketball, tennis, racquetball, horseshoes, billiards, and softball. Additional activities—board games and various card tournaments—are also sponsored throughout the year.

Religious Life

St. Andrews is a college for the Church, encouraged by the Presbyterian Church to pursue truth in rigorous and freeing ways. St. Andrews is non-sectarian; it is ecumenical in its outlook and in its commitments. Many religious traditions are represented in the student body. Worship services are open to both the College and the Laurinburg communities. Bible studies, seminars and study groups, retreats, and service events are ways in which beliefs are reflected by action in the College's religious life program.

Residence Life

St. Andrews in Laurinburg is a residential, liberal arts college, where the daily living environment plays as important a role in student learning and development as an academic experience. As a result, all full-time students are required to live and eat on campus. The College does not offer on campus housing for part-time students. The College will review on a case by case basis a special request of a part-time student desiring to reside in the residence halls. It should be noted that a request is rarely granted for less than 10 credit hours. A request through a written statement specifying reasons for living on campus as a part-time student should be submitted to the Director of Campus Life.

Exceptions to this policy are granted only to those students who:

1. Are living at home with their parents or guardians, and who are within commuting distance;
2. Are married, or a parent in custody of children;
3. Are 23 years or older prior to matriculation (enrollment) as a St. Andrews student;

4. Require personal assistance beyond the ability of St. Andrews to provide.

There are eight residence halls on campus: four multistory halls; three single-story halls; and Highland Hall for students with physical disabilities. Each hall has a large main lounge with a television. Residence halls, with the exception of Highland Hall, have either seven or eight suites. Each suite has six or seven rooms, a telephone for campus and local calls, a small common lounge, and a bathroom. Rooms are equipped with a telephone jack for campus and local service. Long-distance service may be obtained through the College Plan, or with a calling card from a long-distance company of the student's choice. This calling card must be billed to the student's home telephone number.

Live-in Area Coordinators are professional staff who support and counsel residents, coordinate programming, and advise hall councils. Area Coordinators work closely with student leaders to maintain an atmosphere that is conducive to intellectual and academic pursuits: an atmosphere that fosters respect for other residents, as well as for College property and policies.

Residence Halls have live-in Resident Assistants. These students are selected and trained as peer counselors and peer advisors to individuals and to groups of students. The RA assists in the administrative operations of the hall and helps ensure that the rights of students are protected and not abused by others.

The Director of Campus Life administers the residence life and judicial programs, under the direction of the Dean of Students.

Student Activities

Social Events

Many opportunities for involvement in social activities are provided for St. Andrews students. Catering to a diverse student body, St. Andrews offers something for everyone.

An array of social events sponsored by the Office of Student Activities, residence halls, the Student Activities Union, and other clubs and organizations fill the calendar. Movies, parties, dances, athletic events, performing artists, comedians, coffeehouse entertainment, and novelty/variety shows are all highly anticipated events. Residence halls sponsor annual theme parties that are eagerly awaited. Extravaganza is a weekend party held annually every spring, with many traditional, fun events scheduled.

Community Service

The Community Outreach Program at St. Andrews promotes unity between the College and the community through its involvement and volunteerism with community agencies. Many opportunities for students to share their talents, resources, and time are available: students have worked for Habitat for Humanity, Scots For Youth (a big brother/big sister program), the American Red Cross, Scotland County Schools, the Scotland Memorial Hospital Medical Auxiliary, and more. The Office of Community Outreach serves as an information clearinghouse to help students identify community service opportunities both on and off campus, to

locate agencies and organizations that need assistance, and to find training to meet the qualifications needed for various agencies and organizations in the community. Also, the one shot program affords busy students the opportunity to participate in a one time service project.

Fortner Writers' Forum

The Fortner Writers' Forum hosts weekly literary readings for students, faculty, staff, and guests. The Writers' Forum has hosted Tom Wolfe, Donald Keene, Fred Chappell, James Dickey, Reynolds Price, James Laughlin, Robert Creeley, Romulus Linney, Carolyn Kizer, Robert James Waller, and novelist and former St. Andrews professor Clyde Edgerton.

Another valuable component of the Writers' Forum is the opportunity for an informal question and answer period with the guest writer, held after the reading.

St. Andrews Press

Leading writers from across the nation and around the world come to St. Andrews, attracted by the activities of one of the finest small presses in the nation. The St. Andrews Press has published more than 130 books since its founding in 1969.

Student Literary Endeavors

St. Andrews strongly encourages students to produce original works of creative writing. Seniors may participate in the Chapbook Competition, in which the winning student has his or her work printed. The student literary magazine, *The Cairn*, is published annually, and welcomes submissions from both beginning and experienced writers on the St. Andrews campus and around the nation.

St. Andrews Highland Players

St. Andrews' theatrical and video-producing organization, the Highland Players, offers students performance and production experience in mainstage theatrical productions, student studio performances, video features, and dramatic readings. All students are invited to attend and participate in these events.

Student Organizations

An assortment of clubs and organizations at St. Andrews encompass a variety of interests ranging from academic to athletic or religious to political or social. Membership in most of them are open to any interested individual (there are a few that require a selection process). If by some odd chance a student cannot find a club that meets his/her interest, the Office of Student Activities will assist in organizing one that does. Listed below are some of the organizations currently on St. Andrews campus:

Art Club

Beta Beta Beta (national biology honor society)

Black Student Union

Breaking the Mirror: Women's Issues Forum

Business Club
The Cairn
CHAOS (CHemistry And Other Sciences)
Christian Student Fellowship
College Republicans
Computer Science/Math Club
Debate Society
Eco-Action
Extravaganza Core
Family and Friends (Gay, Lesbian, Bisexual, Allied Group)
Fellowship of Christian Athletes
History Club
Lacrosse Club
Law Club
The Lamp and Shield (yearbook)
The Lance (student newspaper)
Model United Nations
PATHWAYS (peer facilitator/wellness program)
Philosophy Symposium
Physical Therapy Club
Psychology Club
Radio Club
Rugby Club
Student Activities Union
Student Athletic Trainers' Association
World Cultures Club
Young Democrats

Leadership Development

Opportunities to enhance one's leadership skills are also available at St. Andrews. Many positions exist on the Student Government Association ranging from SGA executive board to the judicial system to the residence hall councils. Also, each club and organization has its own set of officers. One of the officers or members of each club is a part of Leadership Council, which meets monthly to discuss issues facing student organizations, keep open the lines of communication, plan campus-wide programs, and receive on-going leadership training for themselves and their organizations. The emerging leaders program focuses on aspects of building leadership skills for first and second year students.

In an effort to assist students in enhancing their résumés by making their experiences outside of the classroom count, the Career Services Center and the Office of Student Activities developed the Leadership Transcript: The St. Andrews Co-Curricular Experience. It is a self-reported document describing the student's involvement in co-curricular activities.

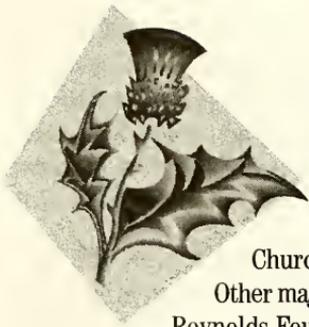
Student Rights & Responsibilities

St. Andrews students are members of a community. Conditions of membership are written in *The Saltire*, the student handbook. A copy of *The Saltire* is distributed to all students at the beginning of the Fall Semester. Students are expected to conduct their lives responsibly and with regard for the rights of others. When a student chooses to act in ways contrary to the purposes, policies, and procedures of St. Andrews College, the College reserves the right to require the withdrawal of the student. This right is normally executed by the Dean of Students. Normal options for hearings and appeals apply as found in the *Saltire*, the student handbook.





Facilities



DeTamble Library

Gifts for construction of this handsome three-story building came from many sources, with the largest gift from the First Presbyterian

Church of Winston-Salem, from their F.J. DeTamble Legacy.

Other major contributors for DeTamble Library were the Z. Smith Reynolds Foundation and the Mary Reynolds Babcock Foundation.

The library houses more than 108,000 volumes and 24,000 microforms. About 750 periodicals, newspapers, full text periodicals on CD and automated reference resources, including Bibliofile Intelligent Catalog, support the intellectual efforts of students and faculty. The library is open 80 hours per week, and students have free access to the stacks. A variety of reading and study settings is available. The Scottish Heritage Center is located on the first floor.

Special library holdings include almost 3,000 recordings with listening facilities and the Special and Rare Books, and Scottish Book Collections. The library is a selective depository for U.S. government documents. Additional resources are available on the Internet from terminals in the Library.

The Scottish Heritage Center

Established in 1989, and located in DeTamble Library, the Scottish Heritage Center highlights the Scottish traditions of the region, promotes historical and cultural studies, and provides services and support to individuals and organizations with an interest in Scottish heritage preservation.

The Scottish archives in DeTamble Library include rare books, periodicals, papers and documents donated by some clan societies, Scottish heritage organizations, and individuals. The Scottish Heritage Center contains the largest listening library of Celtic music of any educational institution in the United States, the archives of the National Public Radio program "The Thistle and Shamrock."

Avinger Auditorium

Construction of Avinger Auditorium was made possible by a gift from Mrs. George F. Avinger, in memory of her husband. Avinger connects the Morgan Jones Science Center with the Liberal Arts Building. Designed as a teaching auditorium, Avinger seats up to 400 people.

Morris Morgan Theatre

The Morris Morgan Theatre was dedicated in 1997 in honor of Marcus Morrison Morgan (1927-1996). Mr. Morgan was a talented musician, successful businessman, patron of the arts and generous benefactor of the college. Located in the Liberal Arts Building, The Morris Morgan Theatre serves as a venue for theatrical and musical events, as well as other special occasions in the life of the college and the local community.

The Liberal Arts Building

This building is constructed around two lovely courtyards, and houses the Office of Admission, other administrative and faculty offices, as well as 18 classrooms, 6 art studios, a metal foundry, the Morris Morgan Theatre, satellite television classrooms, the College's computer center, one computer laboratory and one multi-media computer classroom, commuter student and faculty lounges, and a snack bar.

Morgan-Jones Science Center

Morgan-Jones is designed to provide facilities for the College's unique science program. On the upper level it houses the 20,400 square foot interdisciplinary John Blue Laboratory; the Suzanne Trezevant Little Instrumentation Center, which includes a nuclear magnetic resonance spectrometer; gas, ion, and liquid chromatographs; atomic absorption, infrared and ultraviolet spectrophotometers; and the William Woodrow and Laura Abernathy Rader Electron Microscopy Laboratory.

Other facilities in Morgan-Jones include a sterile culture laboratory; a vertebrate museum; an herbarium; an animal facility; a greenhouse; and shops for wood-working and glassblowing. The Psychology Laboratory, classrooms, a computer laboratory, and a computer-equipped classroom and faculty offices are located on the lower floor.

The Vardell Building

The Vardell Building is named after Dr. Charles G. Vardell, the first president of Flora Macdonald College. Vardell houses the Electronic Fine Arts Center, faculty offices, a choral auditorium, a theatre workshop, music studios and practice rooms, the music library, music listening rooms, and the Lindsay Warren Gallery.

The Katherine McKay Belk Bell Tower

The campus centerpiece, the Katherine McKay Belk Bell Tower houses a 16-bell carillon and is located on Chapel Island. It was given by former College Trustee Thomas M. Belk in honor of his wife, also a former College Trustee.

Pate Hall Conference Center

The Pate Hall Conference Center provides, within the context of the College community, meeting and housing facilities for both on- and off-campus groups. One wing contains the Electronic Commerce Resource Center's computer training facility and demonstration lab. The Center is named in honor of Mr. and Mrs. Edwin Pate of Laurinburg, longtime contributors to the College.

The William Henry Belk College Center

Overlooking the lake on the residential side of campus, the William Henry Belk College Center is the hub of campus social life. The Belk Center also houses the Carol Grotnes Belk Main Lounge, student government offices, a post office, the Student Bookstore, student activity offices, the College cafeteria, Student Life offices, and the Gathering Place. The building is named in honor of William Henry Belk of Charlotte, North Carolina.

Residence Halls

Seven residence halls, single- and multistory, accommodate 96 to 114 students to a building. The rooms are arranged in suites which house 12 to 16 students each. Suites include bedrooms, a bathroom, and a lounge. Laundry facilities are located in each residence hall. All residence halls have reception areas and common lounges. See below for Highland Hall.

The Physical Education Center

This multi-use building houses Harris Court, a multipurpose gymnasium which seats 1400. The indoor O'Herron swimming pool is available year-round, as are racquetball and handball courts, a game room, and a weight room. Other facilities include athletic staff offices provided by the McNair family, three classrooms, spacious locker rooms, and accommodations for visiting teams. Outdoor athletic facilities include an all-weather track, Clark baseball field, tennis courts, a soccer field, a softball field and a jogging trail.

Singing Wood Farm

Singing Wood Farm, a few minutes' drive from St. Andrews, is home to the St. Andrews Equestrian Program. The 17-acre farm features facilities for 40 horses, a 200 x 300 foot lighted outdoor arena, another non-lighted outdoor ring, a hitchcock pen, an outside hunter course, and miles of riding trails. Singing Wood Annex, a one-mile hack from the main farm, is a 14-acre facility with 12 stalls and two rings.

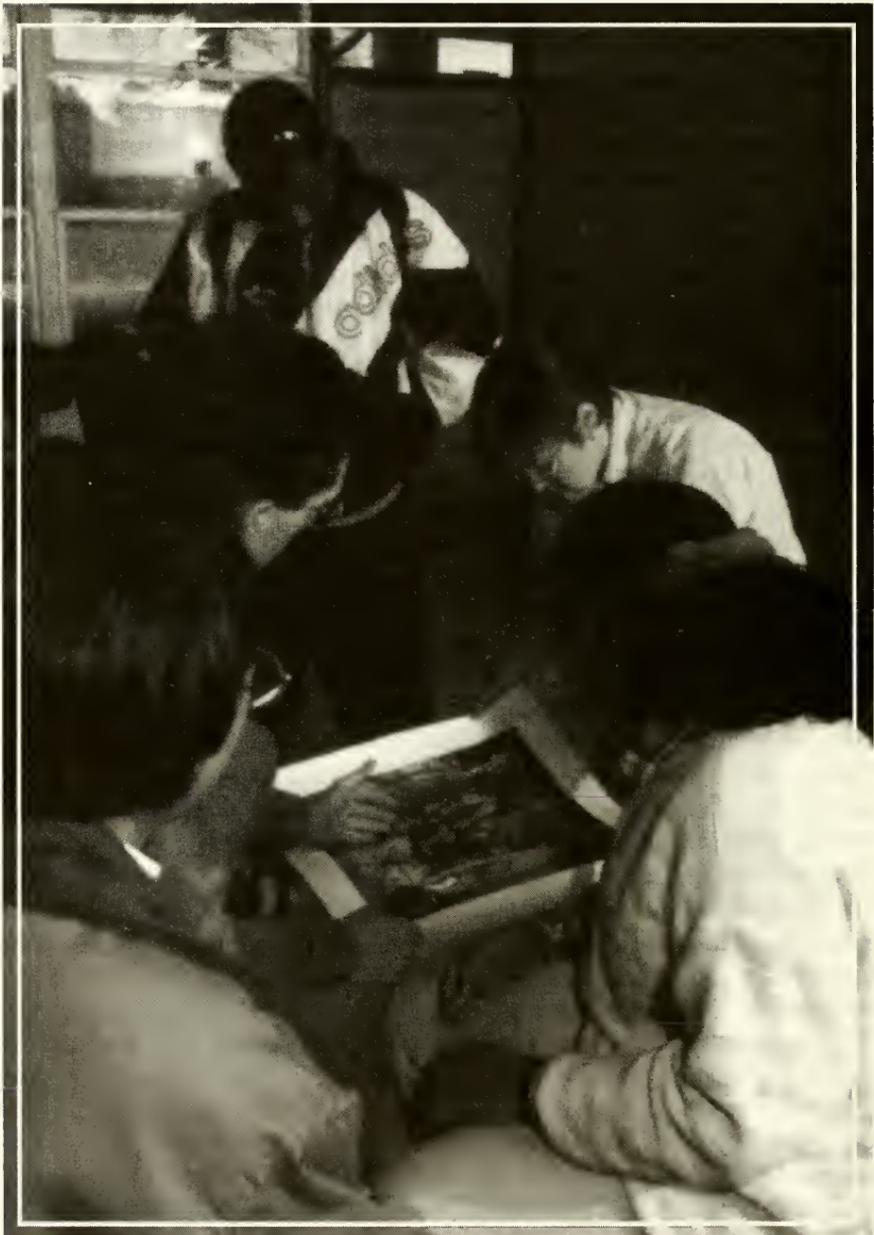
Burris Center

The Burris Center was made possible by a gift from Jack B. Burris, Sr., of High Point, North Carolina. The 9,000 square foot facility is home to the College's student health services, a residential hall housing students with severe disabilities and administrative offices for Health and Rehabilitation services on campus.

Burris Student Health Center, conveniently located between the PE Center and Highland Hall, is a walk-in clinic for all students, staff and faculty. The Burris Student Health Center houses a private exam room for all visitors to the Center, an infirmary area to care for students too ill to remain in their residence hall and an office area for the health center nurse. Transportation services are available to any student seeking medical care in the local area.

Highland Hall is a residence hall which can house 21 individuals with severe disabilities who require 24-hour attendant services. Two spacious rooms, sharing a large accessible restroom, create a suite for four students, with one private room for the student Resident Assistant. Nursing staff is available 24 hours per day to assist students in the medical aspects of their disability. The residence hall houses its own computer lab, lounge area, laundry facilities, whirlpool area, and outside courtyard. Vans equipped with wheelchair lifts are available for all students on campus who need transportation assistance. The innovative design of the hall and the supported approach to student self-management of their services, creates a positive college experience, and is considered among the finest in the nation.

The administrative offices provide support to any student on campus who has a health-related or disability-related concern or service need and often assumes an individual case management approach to serious or on-going health needs of students. These offices also provide support to the college community regarding health or disability related issues.



Financial Planning



Fees & Costs

St. Andrews Presbyterian College is a private institution. Support for all programs is derived from tuition and fees, and gifts from alumni, foundations, the Presbyterian Church (USA), the Synod of the Mid-Atlantic, individual churches, and other friends of the College.

Annual charges for tuition and fees remain at the lowest possible level consistent with a quality educational program and financially responsible management.

Deposits

Each student who plans to enroll at St. Andrews is required to make a \$200.00 admission reservation deposit. This deposit is credited toward first semester fees, and guarantees the student a place in the class. Entering first-year and transfer students should send the deposit as soon as possible after receiving notice of admission to the College.

Each full-time student is billed a \$100.00 refundable security deposit along with first-semester fees. The security deposit will be refunded following the student's graduation or official withdrawal from St. Andrews. Any final charges will be deducted from the deposit and the balance will be refunded to the responsible party.

Each residential student is required to pay a \$100.00 room deposit when filing a housing contract with the Office of Student Affairs for the following year.

1998-99 Basic Fees

The tuition and fees listed below are those in effect on the date of publication of this catalog. The College reserves the right to make necessary adjustments at any time.

Regular Year

Tuition	\$13,015.00
Room:	
Double	\$2,115.00
Single	\$3,175.00
Adaptive Daily Living Apartments	\$2,850.00
Board: 21 meals/week	\$3,185.00
College Activity Fee	\$180.00

1999 Summer Term

Tuition (per credit)	\$330.00
Room:	
Double	\$350.00
Board	\$715.00

Other Fees

Applied Music Fee, per Fall or Spring Semester:

One hour of lessons per week \$450.00

One half-hour of lessons per week \$225.00

Change of Schedule Fee:

Per course added after Drop-Add period \$10.00

Per course dropped after Drop-Add period \$2.00

Fax Fee for Student Records \$20.00

Graduation Fee \$35.00

Health Services Fee \$40.00

Horseback riding Varies

Late Registration Fee \$25.00

Orientation Fee \$200.00

Overload/Underload Fee, per credit above 18 credits

and below 12 credits \$410.00

Residence Hall Activity Fee \$5.00

Returned Check Fee \$20.00

Science Laboratory Fee, per course \$10.00

Student Health Insurance-Domestic \$220.00

Student Health Insurance-International \$600.00

Transcript Fee \$5.00

Vehicle Registration Fee \$30.00

Student accounts are charged for such items as damage to College property, traffic fines, and past due library or audio-visual materials if these items are not resolved in a timely manner.

All fees and charges are due when they are assessed, and are payable at the Business Office. Nonpayment will result in penalties, including withholding of transcripts and prevention of registration for classes. All tuition, fees, and fines must be paid in full before students are permitted to graduate and receive their diplomas.

Failure to meet obligations to the College may result in the delinquent account being placed with a collection firm. Students are responsible for sixteen percent (16%) interest, four percent (4%) late charges, attorney's fees and court costs incurred by the College in collecting their delinquent accounts.

Insurance

All students are required to be covered under medical insurance and to provide proof of adequate coverage to the Business Office and Student Health Services. The College offers a student accident and health plan and premiums are billed with first-semester fees. Exemptions may be granted by furnishing proof of comparable or better coverage with another carrier to Student Health Services, completing an exemption form and returning it to the Business Office before registration of the first enrolled term of each academic year. Failure to do so will result in participation in the college medical plan. International students are required to carry the international student health plan offered through the College. St. Andrews student athletes must carry primary insurance as the College pro-

vides only a secondary policy for athletic participation. The primary coverage may be the College health plan.

The College-sponsored student health plans function with a required referral by Student Health Services to a preferred provider and require a minimal co-pay for physician visits and prescriptions. The medical provider files all insurance claims, thus making this a very user-friendly system for students. Students may elect to use a different provider, with a deductible and student responsibility of filing claims. Insurance claim information assistance and forms are available in the Student Health Services Center.

The College does not assume responsibility for students' personal belongings located on College property. Students are urged to obtain insurance if not covered under a parent's policy to ensure that personal property is covered for damage or theft while on campus.

Expenses for Disabled Students

St. Andrews provides a unique array of personal services to assist students with physical disabilities to positively maintain their student status. Personal attendant care, transportation, and academic support services are available. All services are on a fee basis and unique to the individual student's needs. Students are encouraged to coordinate discussion regarding service needs and payment for those services among the Director of Health and Rehabilitation, the Coordinator of Special Academic Services, their families, and their vocational rehabilitation counselors (regardless of their home state).

Expenses for Part-Time Students

Commuter students who enroll in 6 or fewer credits per term and 12 or fewer credits per academic year may take their first 18 total credits at a discounted rate of half tuition, \$205.00 per credit. Students with senior standing are not eligible for this discount. At the completion of 18 credits, part-time students will be charged the full, non-discounted rate for tuition.

Change in Residence Status

If nonresidence status is approved after the beginning of a semester, students are charged on a prorated basis for room and board according to the time spent as a resident.

Payment Schedule

Resident Students:

*May 3: Admission Reservation Deposit	\$200.00
July 15: Balance of Fall Semester Fees (50% of yearly charges)	\$9,070.00
December 15: Spring Semester Fees (50% of yearly charges)	\$9,270.00
Total	\$18,540.00

Non-Resident Students:

*May 3: Admission Reservation Deposit	\$200.00
July 15: Fall Semester Fees	\$6,175.00
December 15: Spring Semester Fees	\$6,175.00
Total:	\$13,235.00

**Nonrefundable after this date*

Payment Plan

St. Andrews offers an interest-free 10-month payment plan through Academic Management Services, Inc. For more information contact the Business Office.

Refunds for Cancellations & Withdrawals

Students who register for classes either during the advance registration period or during normal registration at the beginning of each semester are considered registered for billing purposes unless a formal cancellation of registration is filed with the Registrar's Office prior to the beginning of classes.

Students who withdraw from the College after the start of classes should follow the withdrawal procedures outlined under "*Withdrawal from College*" in the Academic Policies section of this catalog, and indicate the date of their withdrawal. Students who do not follow these procedures may still qualify for a refund if they are receiving Federal student financial aid; however, the College will then determine their withdrawal date based on the student's last known attendance at St. Andrews.

A student who withdraws from the College may be entitled to a refund of institutional charges paid to the College for that academic term. Institutional charges include tuition, room and board, and any other St. Andrews fees that are charged to all students. The amount of any refund will be determined by the date in the semester when the student actually withdraws. Refunds will be calculated by one of the following methods: a Federal Pro Rata method if the student was enrolled at St. Andrews for the first time; otherwise, either the St. Andrews refund policy, or the Federal Refund policy.

Federal Pro Rata Refund Policy

A student who is attending St. Andrews for the first time, is receiving federal financial aid funds, and who withdraws during the first 60% of the semester is eligible for a pro rata refund of institutional charges for the semester, based on the elapsed time of the semester. First-time students will not be eligible for any refund if their withdrawal is after the 60% point in the semester.

All other students who withdraw from the College will be eligible for a refund of institutional charges paid to the College according to one of the following calculations. If the student is receiving Federal Title IV aid, the refund will be calculated using the method which results in the larger refund.

St. Andrews Refund Policy

This policy applies to all students who do not qualify for the Pro Rata refund policy above, and who withdraw:

During the first week	90% of fees charged
During the second week	75% of fees charged

During the third week.....	50% of fees charged
After the third week	No refund of fees charged

Federal Refund Policy

This policy applies to all students who are receiving Federal financial aid funds, who are not enrolled at St. Andrews for the first time, and who withdraw:

On the first day of classes	100% of fees charged
After first day, through first 10% of semester	90% of fees charged
After first 10%, through first 25% of semester	50% of fees charged
After first 25%, through first 50% of semester	25% of fees charged
After first 50% of semester	No refund of fees charged

An administrative fee of the lower of either \$100 or 5% of total institutional charges paid, plus any unpaid charges due to the College, will be included in all refund calculations. In some circumstances a student who withdraws from the College may be required to repay a portion of certain Federal financial aid funds, or may owe unpaid institutional charges. If a student is due a refund under these refund policies and the student received Federal financial aid under any Title IV program other than Federal Work Study, refunds will be allocated by law according to the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal PLUS Loans
4. Unsubsidized Federal Direct Stafford Loans
5. Subsidized Federal Direct Stafford Loans
6. Federal Direct PLUS Loans
7. Federal Perkins Loans
8. Federal Pell Grants
9. Federal SEOG
10. Other Federal Student Financial Aid programs
11. Other federal, state, private, or institutional sources of aid
12. The student recipient

Students may obtain further information regarding these refund policies and refund calculations from the Office of Student Financial Planning. Examples of certain typical refund calculations are also maintained in that Office for review. Additional policies and requirements may apply to these refund policies, as determined by the United States Department of Education, and will be available for review as well.

Financial Assistance

While the primary financial responsibility for a student's education rests with the student and his or her family, St. Andrews endeavors to provide financial assistance to students who demonstrate merit and need. Students and their families are encouraged to contact the St. Andrews Office of Student Financial Planning early in their college choice process. The Office can be reached by calling 1-800-763-0198, by fax at (910) 277-5020, or by e-mail at findaid@sapc.edu.

The goal of all St. Andrews financial assistance programs is to ensure that academically-qualified students have access to St. Andrews' educational programs.

Most forms of financial assistance at St. Andrews are based on need. Students of exceptional academic and/or athletic ability are eligible for certain scholarships and grants regardless of demonstrated need.

Financial assistance at St. Andrews is usually a combination of grants, work-study, loans, and scholarships.

Applying for Financial Assistance

To be considered for financial assistance, students must first be accepted for admission to St. Andrews. Students must file the Free Application for Federal Student Aid (FAFSA) in order to be eligible for financial assistance. Forms are available from high school counselors, independent educational consultants, and the St. Andrews Office of Student Financial Planning.

There is no deadline for applying for financial assistance at St. Andrews; however, priority is given to applications received before April 15.

Financial assistance award letters are generated 48 hours after all materials are received by the St. Andrews Office of Admission and the Office of Student Financial Planning.

In addition, federal guidelines state that students must normally take 24 credits in an academic year in order to be considered a full-time student for financial assistance purposes.

Types of Financial Assistance

Federal Work-Study

The Federal Work-Study program provides part-time, on-campus jobs to students who qualify. The Work-Study program is coordinated by the Work-Study Coordinator through the Office of Student Financial Planning. The average work load is 10-12 hours per week.

Students are paid monthly by check for hours worked and reported the month prior. Jobs are available in a wide variety of campus offices and departments. For more information, contact the Work-Study Coordinator at 1-800-763-0198.

Grants

St. Andrews awards three types of grants:

1. Those awarded by the College from its own resources.
2. Federal grants such as the Federal Supplemental Educational Opportunity Grant and the Federal Pell Grant.
3. Special grants for North Carolina residents.

Information for these grants may be obtained from guidance counselors, independent educational consultants, and the St. Andrews Office of Student Financial Planning.

Loans

St. Andrews participates in the federally-funded Perkins and Federal Stafford loan programs. Both are need-based, and amounts for both are determined after

submission of the FAFSA.

In addition, students and their parents may be eligible to borrow through the Unsubsidized Federal Stafford or Federal Plus loan programs.

Applications for loans are available from guidance counselors, independent educational consultants, and from the St. Andrews Office of Student Financial Planning. Completed loan applications must be sent to the Office of Student Financial Planning for certification and planning.

Loan funds come directly to the Office of Student Financial Planning, and must be endorsed by students and/or their parents, and by St. Andrews, before loan funds can be credited to students' accounts.

Scholarships

St. Andrews offers a competitive scholarship and grant program renewable up to 4 years based on a student's academic performance. (See Appendix)

Renewal of Financial Assistance

Students must reapply for financial assistance each academic year by completing and submitting the FAFSA. The FAFSA is available from the St. Andrews Office of Student Financial Planning. Students should request this form after January 1 of the year they need to renew assistance. Students who have completed the FAFSA for the year prior will receive a renewal application from the government between November and January.

Many scholarships require a minimum G.P.A. for renewal.

Academic Probation

Students who are on academic probation for two consecutive semesters are ineligible for financial assistance.

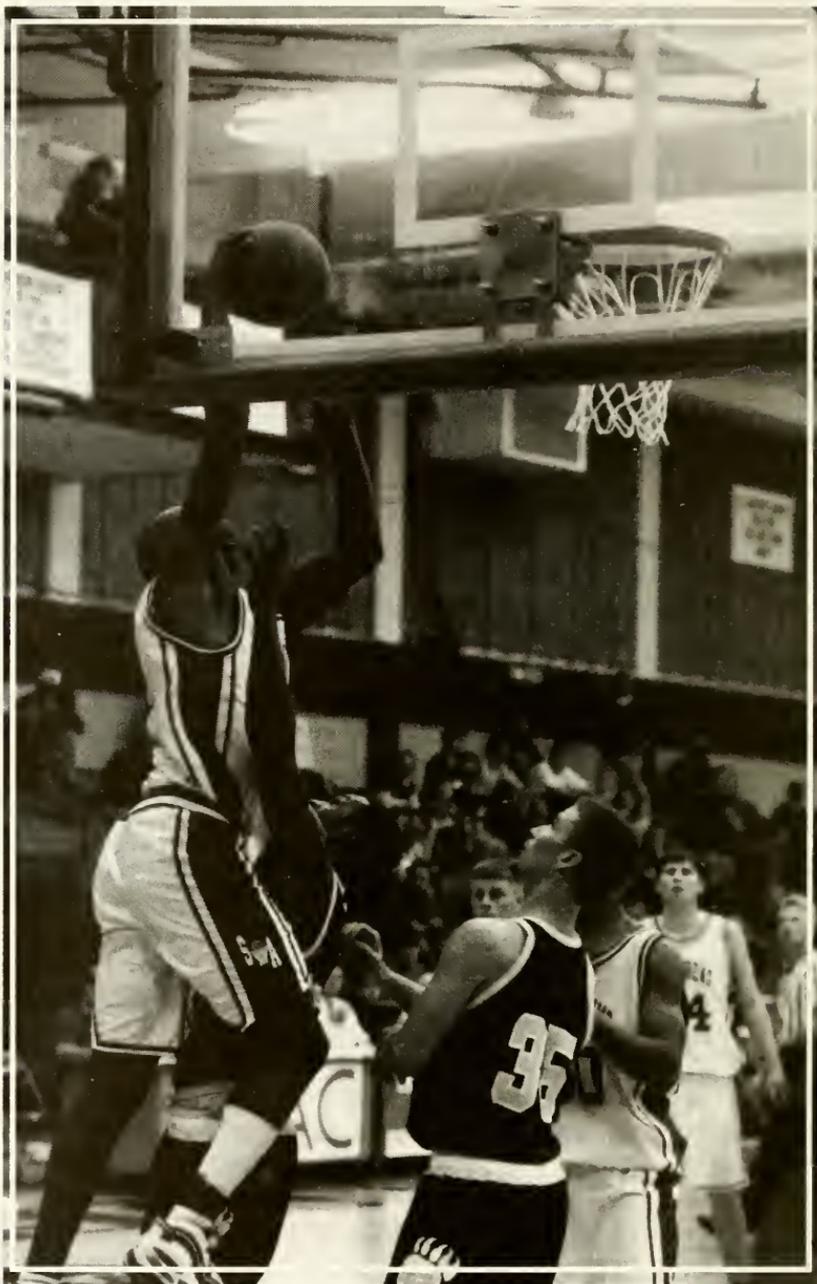
Financial Aid Funds Available

Institutional Funds

Name	Source	Basis	Form
St. Andrews Scholarship	Awarded by Admissions	Merit	None
St. Andrews Grant	Awarded by Admissions	Merit	None
Alumni & Friends	Awarded by Financial Aid Office	Need	FAFSA
Athletic	Awarded by individual coaches	Athletic Ability	None

Federal & State Funds

Name	Source	Basis	Form
NC Legislative Tuition Grant	State	Residency	NCLTG
NC Contractual	State	Residency & Need	FAFSA
Pell Grant	Federal	Need	FAFSA
FSEOG	Federal	Need	FAFSA
Federal Work-Study	Federal	Need	FAFSA
Perkins Loan	Federal	Need	FAFSA
Stafford Loan	Federal	Class Status	FAFSA
PLUS	Federal	COA - Aid	PLUS Application



Academic Programs



Majors Offered

St. Andrews offers 13 departmental majors and six interdisciplinary majors on the Laurinburg campus. Four of the 20 majors are also offered on the Sandhills Campus.

Division of Humanities & Fine Arts

- Visual Arts (B.A.)
- Creative Writing (B.F.A.)*
- English (B.A.)
- Philosophy (B.A.)
- Religious Studies (B.A.)
- Specialized Program of Study in Church Services (B.A.)

Division of Mathematical, Natural, & Health Sciences

- Biology (B.A. and B.S.)
- Chemistry (B.A. and B.S.)
- Chemistry with a Specialized Program of Study in Biochemistry (B.S.)
- Mathematics (B.A. and B.S.)
- Mathematics with a Specialized Program of Study in Computer and Information Science (B.S.)
- Mathematics with a Specialized Program of Study for Pre-Engineering (B.S.)

Division of Social & Behavioral Sciences

- Business Administration (B.A.)*
- Concentration available in Accounting, Economics, Finance, Management, and Marketing
- Specialized Program of Study in Equine Business Management (B.A.)
- Specialized Program of Study in Therapeutic Riding Management (B.A.)
- Education (B.A.)* {Elementary and Physical Education}
- History (B.A.)
- Politics (B.A.)
- Psychology (B.A.)
- Psychology with a Specialized Program of Study in Human Services (B.A.)#

Interdisciplinary Majors

- Asian Studies (B.A.)
- Communications and Performing Arts (B.A.)
- Environmental Studies (B.A.)
- Exercise Science (B.S.)
- Specialized Program of Study in Sport Management (B.A.)

International Business (B.A.)

Liberal Arts (B.A.)

Therapeutic Riding (B.A.)

Therapeutic Riding with a Specialized Program of Study in Sport (B.A.)

Therapeutic Riding with a Specialized Program of Study in

Psychoremedial Education (B.A.)

**Majors offered on both Laurinburg and Sandhills Campuses*

#Major offered on Sandhills Campus only

The St. Andrews academic program prepares students for graduate and professional schools and/or to enter directly into fields such as business, teaching, management, and public service.

Academic Honors

A variety of opportunities for additional challenge and academic recognition is available for students with unusual promise and outstanding achievements. The Registrar and Associate Dean of Academic Affairs will select the students eligible for Benson Fellows, Sophomore Honors, Dean's Honor Roll, St. Andrews Honor Society, Alphi Chi and Commencement Honors.

General Honors

Mission

Consistent with and supportive of the College's mission to "graduate informed, articulate individuals, with a comprehension of the complex nature of the problems facing a diverse but interdependent global community, and with the knowledge and skills necessary to lead productive, professional lives," the purpose of the General Honors Program is to offer special challenges and enhanced opportunities to students of proven academic achievement. The General Honors Program is designed to enhance the personal, intellectual, and ethical growth of students who have excelled academically.

Goals

Goals for students in the General Honors Program are:

1. To grow intellectually, and to develop academic skills to higher levels than expected or required in regular courses.
2. To become a supportive community of honors students committed to excellence.
3. To acquire an enhanced sense of personal responsibility towards the greater environment and community.
4. To synthesize the learning and experience encountered in the Honors Program.

Eligibility Requirements

The General Honors Program is open to all entering first-year students with an SAT score of 1100 or above (or equivalent ACT score) and a high school G.P.A. of 3.20 or above.

In addition, if space permits, other entering students may petition the Director for acceptance. At the end of the Fall Semester of their first year, students who have earned a cumulative G.P.A. of 3.00 or better may petition to enter the General Honors Program. Transfer students with a 3.35 college G.P.A. or better may also petition for entrance to the General Honors Program.

Curriculum

The General Honors Program consists of special sections of three designated SAGE courses, SAGE 111, SAGE 210 and SAGE 211. In addition, students in the General Honors Program are required to take Honors Enrichment: Honors 150 (1) and Honors 151 (1), CORPS Community Outreach and Public Service: Honors 102 (1), First Year Seminar: Honors 139 (3), and Junior/Senior Seminar in Honors: Honors 361 (3).

Certification

Students who complete all General Honors courses with a grade of "B" or better, and who maintain a cumulative G.P.A. of 3.2 or better will be awarded a General Honors Certificate. All honors coursework and successful completion of the General Honors Program will be noted on students' official St. Andrews transcript.

Departmental Honors

The St. Andrews Departmental Honors Program offers independent study opportunities for superior students in designated disciplinary majors.

Students must have achieved and maintained a cumulative 3.00 G.P.A. on all coursework attempted, and a 3.30 or better in major courses. Students must also receive recommendations to the Departmental Honors Program from the faculty in which the honors are to be taken. In addition, students must be certified as eligible for Departmental Honors by the Dean of the College.

Program Requirements

Unless otherwise specified by a particular department, to graduate with the designation "honors in (the major)," in addition to meeting graduation requirements for the B.A., B.F.A., or B.S. degree, students must:

1. Successfully complete and earn not fewer than six credits and not more than 12 credits of 497 Independent Study covering work in at least two regular semesters with a G.P.A. of 3.30 or better in each independent study.
2. Present an honors thesis or honors project acceptable to the academic program faculty which offers the major.
3. Complete a comprehensive oral examination on the subject matter of the honors thesis, or; for students with majors in the visual or performing arts, an appropriate critique of the honors project/performance.
4. Complete any additional requirements specified by the academic program faculty which offers the major. More specific requirements are listed with the major requirements.

An honors committee, consisting of at least one faculty member in the academic program, one faculty member outside the academic program, and one additional examiner who may be from off-campus, will certify the oral examination, exhibit, or performance as worthy of the designation "graduation with honors."

The faculty member supervising the student's independent study will be responsible for reporting grades and certifying successful completion of the Departmental Honors Program.

Students who pass the independent studies but who are not certified for graduation with honors will receive appropriate course credit and grades for independent study, as determined by the supervisor in consultation with the program faculty and examination committee.

Benson Fellows

First-year, non-transfer, degree-seeking, full-time students who are enrolled in the Spring Semester and have earned a minimum cumulative G.P.A. of 3.50 after the Fall Semester will receive the Benson Fellows distinction. Students are ineligible for this award if they have incomplete grades or grades of "F" at St. Andrews. A Benson Fellow may not claim both this honor and the Sophomore Honors. This academic award was established to recognize Thomas L. Benson, vice-president for Academic Affairs 1986-1993.

Sophomore Honors

Sophomore Honors are conferred each spring. Students with sophomore standing who are enrolled in the Spring Semester and have earned a minimum G.P.A. of 3.25 on all coursework attempted through the end of their sophomore Fall Semester qualify for Sophomore Honors. Sophomores are not eligible for Sophomore Honors if they have received a grade of "F" in any College course, or if they are on academic or social probation.

Dean's Honor Roll

The Dean's Honor Roll recognizes all degree-seeking students who have met all four of the following conditions:

1. Have earned a minimum semester G.P.A. of 3.50 at the end of either a Fall or Spring Semester; and
2. Have completed a minimum of 12 credits for that semester; and
3. Have earned a grade of "C" or above in each course; and
4. Have not received a grade of "I" (Incomplete) in any course in the semester.

Exchange students are eligible for the Dean's Honor Roll if they have met all other academic qualifications for inclusion.

St. Andrews Honor Society

Membership in the Honor Society is awarded to students with junior or senior standing who are enrolled during the Spring Semester, or who have completed graduation requirements since the last commencement, and who have earned a minimum cumulative G.P.A. of 3.50 in all coursework attempted, and on a mini-

num of 49 credits earned at St. Andrews. Eligibility is determined at the end of the Fall Semester. Students are ineligible if they have received a grade of "F" in any coursework at St. Andrews, or they are on academic or social probation.

Alpha Chi

Alpha Chi is a national coeducational honor society with the purpose of promoting academic excellence and exemplary character among college and university students. Its name derives from the initial letters of the Greek words *Aletheia*, meaning "truth," and *Xarakter*, meaning "character."

In addition to honoring scholarly achievement, Alpha Chi seeks to find ways to assist its members in cultivating those habits of mind and heart that, according to the Alpha Chi constitution, "make scholarship effective for good."

As a general honor society, Alpha Chi admits members from all academic disciplines. Students with junior or senior standing and a minimum of 24 credits at St. Andrews are eligible for induction into Alpha Chi.

At St. Andrews, induction into Alpha Chi also requires a cumulative G.P.A. of 3.8 or above at the time of induction.

Commencement Honors

St. Andrews bestows special recognition upon those students whose academic work has been of superior quality.

To be eligible for distinctions, students must have earned a minimum of 55 credits at St. Andrews. Distinctions for graduation honors will be awarded in accord with the cumulative G.P.A. on all courses attempted, as described below:

Summa Cum Laude—for students with a cumulative G.P.A. of 3.90 or higher.

Magna Cum Laude—for students with a cumulative G.P.A. of 3.75 to 3.89.

Cum Laude—for students with a cumulative G.P.A. of 3.50 to 3.74.

Assist Program

The Assist Program at St. Andrews offers an opportunity for students whose academic records and/or test scores fall below the threshold of adequacy for regular admission to St. Andrews. The Program is for those students who the College believes have the potential or have demonstrated the potential in the past for doing successful academic work. The Program is not designed to meet other types of special educational needs.

The Assist Program provides students with a carefully supervised program of study designed to assist them in rediscovering their aptitude for academic work. Limitations of space and appropriately trained staff preclude open admission to the program. Applicants for the Assist Program normally come only from referrals made by counselors.

Components of the Program

Incoming Freshman and Transfers who need to take SAGE 100

- 1) The student must take SAGE 100 their first semester.
- 2) The student must take a Skills Seminar three days a week. This is a one credit Pass/Fail course, taught by the Director of Special Academic Services.

Two days a week, the course is a supervised study hall. The third day is used to teach study skills, in conjunction with the SAGE 100 course.

- 3) The student will meet with the Director of Special Academic Services on a weekly basis to discuss progress and the student's other courses.
- 4) The Director of Special Academic Services acts as a co-advisor to the student. The Director of Special Academic Services submits progress report forms to the student's instructors every three weeks. These are returned to Special Academic Services to be discussed with the student.
- 5) The Assist student normally is not allowed to participate in major extra-curricular activities.
- 6) The Assist student is normally not allowed to take more than 12 credits a semester.
- 7) At the end of the semester, in order to pass out of the Assist Program, the student must:
 - a) receive a passing grade in the SAGE 100 class
 - b) must pass the Skills Seminar
 - c) must have an overall GPA of 2.0 or above.
- 8) If the student meets criteria 7a and 7b, but not 7c, then the student must remain in the Skills Seminar for another semester or until the student's overall GPA is 2.0 or above. In this case, the student will not be required to repeat SAGE 100.
- 9) If the student does not meet criteria 7a and 7b, regardless of 7c, then the student must repeat SAGE 100 and the Skills Seminar. The student will be placed in a special section of SAGE 100. A course for which credit has been received can not be repeated without permission of the Associate Dean for Academic Affairs.
- 10) If the student does meet criteria 7a and 7c, but not 7b, then the student's advisor and co-advisor will decide together if the student needs to continue in the Skills Seminar. Therefore, the student may or may not continue in this course at the advisor's request.
- 11) If the student does meet criteria 7b and 7c, but not 7a, then the student must repeat SAGE 100 and the Skills Seminar. The student will be placed in a special section of SAGE 100. A course for which credit has been received can not be repeated without permission of the Associate Dean for Academic Affairs.

Student athletes in the Program may become partial qualifiers for intercollegiate participation, under NCAA Division II provisions, if they are taking the maximum 12 credits for the Fall Semester, all of which count toward the total credits required for graduation. They may continue as partial qualifiers during the Spring Semester only if they have passed 12 credits in the Fall Semester, all of which count toward the total credits required for graduation, and are taking at least 12 credits for the Spring Semester, all of which count toward the total credits required for graduation. They, too, are ineligible for participation in any other extra-curricular activities.

Transfer Assist Students

- 1) The student must take a Skills Seminar three days a week. This is a one credit Pass/Fail course, taught by the Director of Special Academic Services. Two days a week, the course is a supervised study hall. The third day is used to teach study skills, in conjunction with the SAGE 100 course.
- 2) The student will meet with the Director of Special Academic Services on a weekly basis to discuss progress and the student's other courses.
- 3) The Director of Special Academic Services acts as a co-advisor to the student. The Director of Special Academic Services submits progress report forms to the students instructors every three weeks. These are returned to Special Academic Services to be discussed with the student.
- 4) At the end of the semester, in order to pass out of the Assist Program, the student must:
 - a) must pass the Skills Seminar
 - b) must have an overall GPA of 2.0 or above.
- 5) If the student meets criteria 4a but not 4b, then the student must remain in the Skills Seminar for another semester or until the student's overall GPA is 2.0 or above.
- 6) If the student does meet criteria 4b but not 4a, then the student's advisor and co-advisor will decide together if the student needs to continue in the Skills Seminar. Therefore, the student may or may not continue in this course at the advisor's request.
- 7) The Assist student normally is not allowed to participate in major extra-curricular activities.
- 8) The Assist student is normally not allowed to take more than 12 credits a semester.

Special Academic Services

Special Academic Services provides assistance to students with disabilities. Every effort is made to arrange appropriate accommodations based on the student's disability. This includes, but is not limited to, Attention Deficit Disorder, Cerebral Palsy, Cystic Fibrosis, Epilepsy, Head Injury, Hearing Impairments, Learning Disabilities, Multiple Sclerosis, Muscular Dystrophy, Paraplegia, Quadriplegia, and Visual Impairments. Special Academic Services also is committed to ensuring that all information regarding a student is maintained as confidential. All students with disabilities at St. Andrews are encouraged to register with Special Academic Services.

The services are meant to help students devise strategies for meeting college demands and to foster independence, responsibility and self-advocacy. The range of services and accommodations available through Special Academic Services include:

- Notetaking
- Extended time on tests
- Alternative Test Formats
- Separate location for tests

Books on tape through Recordings for the Blind and Dyslexic or from paid readers

Sign and oral Interpreters

Tutoring and Study Skills Instruction

Technology – Franklin Language Masters and audiocassette equipment available for loan. Computer labs in several campus locations offer spelling-check software.

Study Skills and Self Advocacy Workshops

Counseling – Individual counseling for academic, career, social or personal concerns

Referrals and liaison services

The Director of Special Academic Services also serves as the Americans with Disabilities Act (ADA) Coordinator. All questions about physical and programmatic access should be directed to Special Academic Services.

To Apply

Students who are requesting support services from Special Academic Services at St. Andrews are required to submit documentation to verify eligibility under the ADA of 1990.

The evaluation must have been completed within the past three years for students just graduating high school. It is preferred that individuals who are 17 years of age or older be tested using diagnostic instruments normed for adults. For students who have been out of school for a number of years, documentation that is more than three years old will be handled on a case by case basis. The student may be required to submit more recent documentation.

More specific information on what documentation is required is available from Special Academic Services.

For More Information

Please Contact :

Emily Silberberg, Director of Special Academic Services

St. Andrews Presbyterian College

Laurinburg, NC 28352

(910) 277-5331

e-mail emilys@tartan.sapc.edu

Continuing Adult Education

Special Non-degree Students

Each semester St. Andrews offers a variety of courses which may be taken for credit to serve adults in the Laurinburg and Scotland County communities. For further information, contact the Office of Continuing Education at (910) 277-5240.

St. Andrews institute for Lifelong Learning (SAILL)

SAILL offers those citizens who live in Scotland County and the surrounding communities, and who are 50 years of age and older, the opportunity to continue

interactive learning in a variety of forms, and to take advantage of St. Andrews' special form of higher education.

SAILL also provides the opportunity for interested senior citizens to become integrated into the College community, not only as learners and teachers, but also as individuals with unique and valuable perspectives to share with others.

The membership fee is \$20 per semester. Selected special activities may require additional fees.

Senior Citizen Audit Program

Citizens from Scotland County and surrounding areas who are 55 years of age or older may enroll as "non-degree auditing student" in most of the regular course offerings of St. Andrews at a discounted rate per course.

International Programs

St. Andrews encourages international experiences for all its students. Approximately 50 percent of the student body will have had at least one international experience during their years of study at the College. Opportunities for such educational/cultural experiences abroad are offered in four different categories.

Students planning to participate in these study abroad opportunities normally must be rising juniors, have declared a major, and have earned a minimum G.P.A. of 3.0. The College assists students in preparing applications and securing passports and visas and often serves as an advocate in securing financial assistance. The College policy on uses of St. Andrews Financial Aid Awards for Foreign Study is included under Academic Policies.

St. Andrews Residential Courses Abroad

European Languages & Cultures: Brunnenburg Castle, Italy

Since 1983 the College has offered a full Fall Semester in the Tyrolian Alps of northern Italy. Ten to 14 rising juniors and seniors are selected to participate in this extraordinary program, offering challenging yet flexible opportunities for students to experience European culture while studying a variety of academic subjects. Courses at the castle are taught by one faculty member from St. Andrews and by two other professors—one a literary scholar and the other a professor of comparative literature—who live at the castle. The semester begins in September and concludes in late November. The semester carries 12-18 credits, depending upon the student's schedule.

Program content is designed to offer a challenging yet flexible opportunity for students to experience European culture while studying a variety of academic subjects. Students also work one day a week on the castle grounds. Conversational study of German and Italian is required to allow greater interaction with the local community.

Chinese Language & Culture: Beijing, China

Since January 1988, St. Andrews has offered a Spring Semester in Beijing for selected students. Participants engage in intensive Chinese language study and

benefit from a broad and varied cultural engagement with China.

The group is housed at Capital Normal University College of Foreign Languages in the heart of the capital city. There are numerous trips and excursions through the semester. Teachers for the course are Chinese language scholars. The residency is under the direction of Americans who are Chinese experts, with a member of the faculty/staff from St. Andrews in residence for the entire period. The St. Andrews faculty member also teaches one course. The semester carries an average of 15 credits depending on the student's schedule.

Students who have completed at least 30 credits with a G.P.A. of 3.0 will be eligible to apply for admission to the China residential program abroad.

Latin American Language & Culture: Cuenca, Ecuador

Established in 1991, the Ecuador Program exchanges students and faculty with the Universidad de Cuenca. Cuenca is Ecuador's third-largest city, and is 8,000 feet above sea level, in a valley in the Andes Mountains in southern Ecuador.

Each fall a group of Ecuadorian students and their professor travel to St. Andrews for a semester. Each spring St. Andrews students and a member of the faculty/staff travel to Ecuador, to study Spanish and other subjects at the university. St. Andrews students live in the homes of students who had studied at St. Andrews the previous Fall Semester. The Program includes excursions to the Pacific coast and to the mountain forests.

Students also take a course from their St. Andrews professor. The semester carries 12-18 credits depending on the student's schedule.

Junior Year Abroad Program

St. Andrews has formal exchange agreements with the Kansai Gaidai University in Japan and with Han Nam University in Korea.

Internships

Consistent with the mission of the College that emphasizes intellectual excellence, ethical values, and effective and responsible participation in society, the St. Andrews Internship Program provides opportunities for students to:

1. Expand their awareness of the world beyond campus by exposure to a variety of careers, disciplines, life-styles, and environments.
2. Explore potential careers, clarify their educational and career goals, develop new skills, gain valuable work experience, and develop professional contacts.
3. Gain experience in the disciplined and discriminating use of evidence in making decisions and solving problems in a work setting.
4. Develop self-reliance, personal style, values, and beliefs in a manner consistent with becoming responsible and productive individuals.

Recognizing the individuality of each student and each internship experience, it is clear that these goals are achieved to varying degrees, by various means, and with varying emphases.

Through experiential learning, St. Andrews makes it possible for students to apply classroom education to the demands of a work setting. At St. Andrews, one type of experiential learning is the academic internship, an exciting and challenging part of a St. Andrews education recognized by the faculty for its learning value.

Academic internships are available in every program at St. Andrews for any student who meets eligibility requirements. Internships can occur during any semester or summer session, and in almost any geographical location. In the past, St. Andrews students have worked for IBM, Rockwell International, the National Archives, the EPA, NASA, ABC's "Good Morning, America!"; national congressional offices, the Indian Law Center, hospitals, law offices, social services agencies, churches, radio and television stations, newspapers, and art museums.

Eligibility for Internship Participation

Students normally must have a cumulative G.P.A. of 2.5 or better, must be in good academic standing, and have the recommendation of the faculty sponsor. Some departments may have additional requirements. All internships must be approved by the worksite supervisor, the academic department and division granting credit, and the Internship Director.

Washington Center

Of special interest are the internships available in Washington, D.C. Students compete for semester-long positions offered through the Washington Center in agencies such as the U.S. State Department, the Smithsonian Institute, or other agencies with concerns related to most majors at St. Andrews.

Thunderbird Partnership Program

The purpose of the St. Andrews - Thunderbird Partnership Program is to enable St. Andrews students who qualify for admission to Thunderbird (The American Graduate School of International Management) to make the easiest possible transition to a graduate professional business program and to receive the Master of International Management degree from Thunderbird. Under optimal circumstances, the student will be able to complete the undergraduate degree at St. Andrews in four years and the MIM degree at Thunderbird in one year (three terms).

Students interested in this program must develop a plan of study early in their college program. This program is open to all students and may be incorporated with any major at the college. For further information, students should contact the Department of Business/Economics.

St. Andrews, Sandhills Campus

St. Andrews Presbyterian College offers evening and weekend classes leading to the bachelor's degree in the St. Andrews, Sandhills Campus Program on the campus of Sandhills Community College in Pinehurst, North Carolina. Classes are scheduled to accommodate the needs of working adults and family members who

are unable to pursue a day program. This degree-completion or second-degree program offers four majors: Business Administration (B.A.), Creative Writing (B.F.A.), Elementary Education (B.A.), and Psychology with a Specialized Program of Study in Human Services (B.A.). The Education Program also offers licensure (K-6) to those who have already earned a bachelor's degree. In addition, students may request to take courses to fulfill personal interests.

Prospective students may request additional information from St. Andrews, Sandhills Campus, Kennedy Hall, 2200 Airport Road, Pinehurst, North Carolina 28374. Specific questions concerning admission or curriculum should be directed to that office by calling (910) 695-3888.

Students enrolled at St. Andrews, Sandhills Campus may take no more than two courses over a 24-month period on the main campus of St. Andrews without special permission. Similarly, students enrolled at the main campus in Laurinburg may not take more than two courses at the Sandhills campus without special permission. For further information, please direct questions to the Office of the Registrar at St. Andrews Presbyterian College (910) 277-5221.

Summer Term

Attending summer school at St. Andrews is an excellent way for students to experience the purpose of the College in a short time span at a reduced tuition cost. St. Andrews holds one summer session.

In addition to the regular College courses, many special programs are offered for teachers, high school students, and Laurinburg area residents. For further information, contact the Registrar's Office.



Academic Policies



Academic Calendar

The main campus of St. Andrews and the St. Andrews campus at Sandhills follow an early semester academic calendar. The Fall Semester begins in late August and ends with Christmas break. The Spring Semester begins in early January and ends in early May. Both campuses offer summer school.

Classification of Students

A student's classification depends upon the amount of College credit received. Credit for College work is recorded in courses satisfactorily completed. Students are classified as follows:

Seniors have passed 90 credits.

Juniors have passed 60 credits.

Sophomores have passed 28 credits.

First-Year Students have met regular admission requirements.

Special Students admitted as non-degree candidates. (Regularly-admitted students may not choose this classification to avoid required courses)

Registration

Toward the close of each semester, students plan and register for their courses for the following semester, in conference with their advisor. New students converse with their advisors during QUEST and New Student Orientation, and complete their registration on a special date for new students at the beginning of each semester.

Students who register during the advanced registration period are considered to be registered for billing purposes unless a formal cancellation of registration is filed with the Registrar.

Course Numbering

In general, courses numbered between 100-299 are designed for first-year students and sophomores; between 300-499 for juniors and seniors. A year-long course is indicated by joining the course numbers for the two semesters with a hyphen, e.g.: 101-102. Courses preceded by an "X"—e.g.: X90, X95, X98, or X99—indicate that the course may be taken at any level.

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years. Contact the department chairperson for course availability.

Course Loads

St. Andrews recognizes 12-18 credits per semester as a full-time course load.

Student using their Veterans Administration stipends must register for and maintain a minimum of 12 credits to receive full benefits.

A full-time student may not register for an effective course load of less than five credits or more than 10 credits per demisemester unless special permission is obtained for an underload or an overload. An effective course load is defined as one-half the credits of all semester-long courses plus the total credits of all desmisemester courses.

Overload/Underload

Students must have permission of the Associate Dean for Academic Affairs to register for fewer than 12 credits or for more than 18 credits per semester. In addition, students must have the permission of both their advisor and the Associate Dean for Academic Affairs to drop below 12 credits or to add above 18 credits.

Students who are permitted to register for 19 or more credits will be charged full tuition plus an additional charge for each credit above 18 (see "Other Fees" in the Financial Planning section of this Catalog).

Significant Enrollment in Special Studies, Internships, Teaching Practica, & Guided Independent Studies

Students who propose to schedule more than six credits in one semester from courses numbered X90, X95, X98, and/or X99 must receive approval from each Division Council involved and from the Dean of the College.

Class Attendance

The college expects regular class attendance in all courses. Student absences diminish the quality of learning experiences for all. They are an indication of disengagement from the College community. Absent students will be sought out and counseled. Faculty members will keep records of student attendance and will send students written absence warnings when any pattern of absences such as consecutive unexcused absences appears to be jeopardizing academic success. Copies of the notices will be sent to faculty advisors, the Office of Student Affairs and the Registrar's Office. Absences will also be noted on Checkpoint Letters. These notices will be used as a basis for counseling and other intervention measures designed to re-engage absentees. In instances where intervention does not lead to a change in behavior, the faculty member and Registrar may withdraw a student from a course. Federal regulations require that veterans must attend classes regularly to remain eligible for V.A. benefits.

Excused absences include: authorized participation in college-sanctioned extracurricular activities, such as intercollegiate athletic contests, and illness which is documented by a physician or a nurse in the health center.

Faculty members may establish such additional attendance requirements as they deem academically sound and which do not conflict with the College's attendance policy. Any such requirements must be set forth in writing in the course syllabus which is given to the students at the beginning of the semester.

Courses normally will have three 50-minute periods or two 75-minute periods

available for class meetings, in addition to class meeting time for laboratories, if required, each week.

Class Cancellation

In the event that inclement weather or other special circumstances require a judgment concerning the cancellation of all classes or an adjustment in the daily schedule of all classes that cannot wait for the next faculty meeting, the Faculty Executive Committee (FEC), acting for the Faculty, will make the decision. If circumstances do not permit the FEC to make this decision, the President or the Dean of the College will make the decision.

System of Grading

Each student receives a grade in each course at the close of the semester. The grading system is as follows:

Grade	Grade Points
A	4.0
A-	3.7
<p>A range The student's performance has been excellent in all phases of the course. The student has demonstrated mastery of the course objectives. The student is well qualified for subsequent courses in this subject area and may be expected to perform well in such courses. In a work situation in this content area, commensurate with the level of the course, the student may be expected to work successfully, independently without supervision, and to make a meaningful contribution.</p>	
B+	3.3
B	3.0
B-	2.7
<p>B range The student's performance has been excellent in some phases of the course and good in most of the remaining areas of the course. The student has demonstrated a clear understanding of the course objectives. The student is prepared to take subsequent courses in this subject area and may be expected to perform reasonably well in such courses. In a work situation in this content area, commensurate with the level of this course, the student may be expected to work well with some supervision.</p>	
C+	2.3
C	2.0
C-	1.7
<p>C range The student's performance has been satisfactory. The student has demonstrated a basic comprehension of the course objectives. The student is qualified to take subsequent courses in this subject area but may perform only at a minimally adequate level in such courses. In a work situation in this content area, commensurate with the level of this course, the student may be expected to perform adequately given close supervision.</p>	

D	1.0
The student's performance has been less than satisfactory, yet merits a passing grade. The student has demonstrated only a minimal familiarity with the course objectives. The student is poorly prepared to take the next course in this subject area. In a work situation in this content area, commensurate with the level of the course, the student may be expected to be able to perform only the most rudimentary tasks and only with constant supervision.	
F	0.0
A grade indicating failure. The student has not demonstrated knowledge or understanding of any meaningful portion of the course objectives. The student is not qualified to take subsequent courses in this subject area nor to engage in a work situation in this content area commensurate with the level of this course.	
W	0.0
A grade of "W" indicates withdrawal from class and will be recorded, but will not be counted as a course attempted when computing the G.P.A.	
I	0.0
A temporary grade of "I" indicates an incomplete for a course.	
P	0.0
A grade of "P" indicates satisfactory performance in a course and will be recorded, but will not be counted as a course attempted when computing the G.P.A.	
NA	0.0
Grade not available at the time grades were compiled (assigned by the Registrar).	
AU	0.0
Audit.	

Grade Points & the Grade Point Average (G.P.A.)

Grade points are the numerical equivalent of the letter grade. The total number of grade points for a course is obtained by multiplying the numerical equivalent (1.0 to 4.0) by the number of credits assigned to the course. The G.P.A. is compiled by dividing the number of grade points earned by the number of credits attempted.

Credits attempted for courses with a grade of "F" earned before the beginning of the 1991 Fall Term will not be included in the total credits attempted for the purpose of computing grade point averages. Transfer credits are not included in the calculation of the G.P.A. at St. Andrews.

Report of Grades

Students receive academic reports at the end of each semester and are informed of any disciplinary action. Students are expected to inform their parents in such cases, and not leave this responsibility to the officials of the College.

Final Examinations

Examination schedules are created and distributed to all students and faculty by the Registrar. All classes will meet at the time scheduled during the examination period. No final examinations will be administered prior to the examination period. Any exception must be approved by the Dean of the College upon recommendation from the Division Council.

As noted by the above statement, the examination period is an important time for faculty and students to assess in some significant way what has been accomplished during the semester of study. All faculty are expected to give final examinations or provide for some type of final assessment or synthesizing experience for each of their classes during the appropriate exam period. Students should expect that their instructors will adhere to the schedule and should not ask for exceptions. Division chairs must petition to the Dean of the College for exceptions to the policy but only in rare cases of genuine emergencies will they be granted.

Pass-Fail Grading Option

Eligible students may exercise the pass-fail option for no more than a total of two courses. Students with junior or senior standing may select a total of two elective courses to be graded on a pass-fail basis. Courses in a student's academic major or major program may not be selected for the pass-fail grading option.

Students who wish to designate a course to be graded on the pass-fail option must do so in the Registrar's Office no earlier than four weeks before the end of classes and no later than two weeks before the end of classes. Certain courses, with the approval of the Educational Policy Committee, are exempt from this requirement.

Course Audits

Students must have the permission of the Associate Dean for Academic Affairs to audit a course. The same registration guidelines and procedures apply to courses to be audited as with any other courses.

Course Additions, Incompletes, Failures, Withdrawals, & Repeat Courses

Students are permitted to drop or add courses with approval of their faculty advisor and instructor for a period of one week following the day of registration. Students may not withdraw from a course after the 10th class day following the day mid-semester grades are due in the Fall and Spring Semesters without the approval of the Faculty Executive Committee. Students must register for a SAGE course each semester when appropriate for their level and may not be permitted to drop or withdraw from the course.

An incomplete, "I," is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the semester following the one in which the incomplete was received. If not, the incomplete becomes a failure, "F"

A failure, "F," cannot be removed from a student's record. If the course is

required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without permission of the Associate Dean for Academic Affairs.

When students withdraw from a course for any reason before the last day of the drop period with the instructor's and faculty advisor's approvals, a grade of "W" will be recorded.

Maintaining Satisfactory Progress

To maintain satisfactory progress toward a degree, students classified as first-year degree-seeking students must have a cumulative minimum G.P.A. of 1.50; sophomores, a cumulative minimum G.P.A. of 1.70; juniors and seniors, a cumulative minimum G.P.A. of 1.90.

Full-time students must pass a minimum of nine credits during a regular semester to maintain satisfactory progress. A student completing only the minimum credits necessary to maintain "satisfactory progress" will normally not be able to graduate in four years.

Academic Probation

Students who fail to maintain satisfactory progress toward a degree, either in the G.P.A. requirement or in the courses passed requirement, will be suspended, or will be placed on academic probation if allowed to continue. A student completing only the minimum credits necessary to maintain "satisfactory progress" will normally not be able to graduate in four years.

Students not placed on academic probation and who fail to maintain a minimum G.P.A. of 2.0 for a regular semester, or a cumulative G.P.A. of 2.0, will receive an academic warning letter.

Students on academic probation who fail to show marked improvement in academic work during the semester following the placement on academic probation will normally be withdrawn from the College. A student still on academic probation after two successive semesters is normally ineligible to return. In any case, continuance, academic probation, or dismissal, from the College is determined after consultation with the Dean of the College and the Faculty Executive Committee.

Students placed on academic probation because of a lack of satisfactory progress may be removed from probation by the satisfactory completion of a minimum of eight credits during the succeeding Summer Term at St. Andrews.

Students who are on academic probation for two consecutive Fall and/or Spring Semesters are ineligible for financial assistance.

Eligibility Rules for Extracurricular Activities

All students placed by the Faculty Executive Committee in the category "may not continue without permission of the Dean" may not be eligible to participate in any major extracurricular activity, e.g.: intercollegiate athletics, drama productions, offices and standing Student Association committees, and musical organizations. In unusual circumstances, when the Dean of the College has ascertained that a student's academic performance will not be adversely affected, the Dean may, as part of the conditions of the student's continued enrollment at the College,

allow limited participation in selected extracurricular activities.

A student who is placed on academic probation in two consecutive semesters, and who does not get off academic probation prior to the beginning of the next semester will be ineligible to participate in any major extracurricular activity.

Students convicted of Community Code violations are normally ineligible to participate in major extracurricular activities for 12 months following the conviction.

Informing Students of Course Requirements

Each faculty member will prepare a written course syllabus for each course that he or she is teaching. The syllabus will be given to students at or near the beginning of the course and will inform the students of the goals and requirements of the course, the nature of the course content, and the method(s) of evaluation to be employed. All faculty members will deposit copies of all their course syllabi in their respective division offices on or before the first day of class for each academic semester in which they are teaching.

Grade Appeal Procedure

In the event that a student feels the grade for a course is not a fair evaluation of the student's effort and performance, the student should make every attempt to resolve the difficulties by discussion with the instructor involved.

If such discussions do not result in a satisfactory solution to the problem, the student should seek the assistance of the appropriate program chairperson in resolving the problem.

If this fails, a grade appeal committee will be formed by the program chairperson. This committee will consist of three faculty members: one selected by the instructor involved, another by the student, and the third (who shall be chair) by the agreement of the first two faculty members selected. It is expected that the committee will receive full cooperation from all parties involved. To take effect, the committee's decision must be ratified by the Dean of the College.

Any formal grade appeal action involving a committee must be initiated by the student at least two weeks prior to the date for clearing incompletes for the term in which the course was taken. The committee shall reach its decision before the date for clearing incompletes for that term. When special conditions exist, this timetable may be altered by the Faculty Executive Committee.

Withdrawal from the College

Applications for official withdrawal from St. Andrews are available from the Dean of Students. Students are responsible for obtaining and completing the form, then submitting the form to the Associate Dean for Academic Affairs, along with their identification card.

Students withdrawing during the first week of classes receive no grades.

After the first week of classes, grades of "W" are given under the same procedure used for dropping one course. Students who leave the College without completing the withdrawal procedure will receive failing grades in all courses and will not be entitled to refunds (See "Refunds for Cancellations and Withdrawals" in the Financial Planning section of this catalog).

External Examinations & Programs

Students may receive credit by examination through the College Level Examination Program (CLEP), and the Advanced Placement program (AP).

CLEP

Students may earn credit toward graduation through the CLEP General Examinations and/or Subject Examinations. These General and Subject Examinations measure a student's knowledge of basic facts and principles usually covered at the first-year and sophomore levels. Students may receive a maximum of nine courses (27 credits) by scoring at the 50th percentile or above on any combination of the General or Subject Examinations.

AP (Advanced Placement)

Students achieving a score of three or higher on any Advanced Placement examination will receive credit in the subject at St. Andrews.

Advanced Credit for First-Year Students

First-year students who submit official transcripts of college-level credit earned in liberal arts courses in regionally-accredited colleges and universities may receive credit for those courses at St. Andrews. If a college-level course is being used to satisfy high school graduation requirements, St. Andrews will consider granting College credit for these courses on an individual basis.

International Baccalaureate Credit

St. Andrews offers individual course credit for each International Baccalaureate course completed with a grade of 5 or above. A maximum of 30 credits (sophomore standing) will be awarded for International Baccalaureate Courses.

Academic Residence Requirements

Students must complete their last 30 credits at St. Andrews in order to obtain a degree from the College.

Transcripts

In order for a student to receive his or her transcript or have it sent to another institution, the Registrar's Office must have a written request with the student's signature. The first transcript a student requests is free; a fee of \$5.00 is charged for subsequent transcripts; \$3.00 for each additional transcript requested at the same time. The normal turnaround for requests is two to five days, unless the transcript requires the last semester's grades: Computer processing of final grades takes approximately seven days after the grades are due in the Registrar's Office.

If a student has a balance on his/her account, the Business Office has the authority to block the transcript by prohibiting the Registrar's Office from releasing the transcript.

Professional and legal standards prevent honoring transcript requests by telephone or e-mail. Similarly, transcripts cannot be faxed.

An official transcript (bearing the College seal) must be sent directly to another school, firm or agency. An official transcript cannot be hand delivered or issued to the student. If the student receives the transcript, it will be stamped "Issued to the Student" and will not be considered official by another institution.

Summer Work at Other Institutions

Students who desire to receive credits toward their St. Andrews graduation requirements for courses taken over the summer at another institution must have the approval of their St. Andrews advisor, the chairperson of the division in which the course(s) would be taught at St. Andrews, and the Registrar.

The institution at which the summer work is to take place must be fully accredited. If the student is a junior or senior, summer work may only be taken at a four-year institution.

Credit will be granted only for those courses which are at the college level, and which fulfill graduation requirements at the other institution. For credit to be given at St. Andrews, students must earn a grade of "C" or higher in the course.

Students are responsible for requesting an official transcript from the other institution to be sent to St. Andrews when the coursework is completed and the grade recorded.

Correspondence Study

Students who are attending St. Andrews full-time and who desire to enroll in extension courses, correspondence courses, and courses for credit from other fully accredited institutions must have the approval of St. Andrews' Dean of the College.

Credit toward St. Andrews graduation requirements will be granted only if students earn a grade of "C" or better in the course(s).

A maximum of two approved extension and/or correspondence courses may be accepted by St. Andrews as meeting graduation requirements.

Additional information about this type of study may be found in the student handbook, *The Saltire*.

Financial Aid Awards for Foreign Study

In accordance with the purpose of St. Andrews Presbyterian College, students are encouraged to enrich their undergraduate educational experience by undertaking a period of study abroad prior to graduation. However, financial aid funded by the college is not necessarily applicable in all cases.

1. Students who are enrolled at St. Andrews Presbyterian College and are in good standing academically at the time of their study abroad may use St. Andrews-funded financial aid to help defray the cost of their participation in the College's exchange program with the University of Cuenca, Ecuador. They may also use these financial aid funds for participation in the College's Brunnenburg Program in Italy, and the College's Beijing Program in China, affiliated with CET/ATA.
2. Students who are participating in all other exchange programs under official agreements between St. Andrews and the host institution (Kansai Gaidai

University and Han Nam University) may use the St. Andrews funded financial aid to help defray the cost of their participation, provided that St. Andrews accepts the current student exchange balance with the host institution and gives explicit, written approval. Both conditions must be met in order for St. Andrews-funded financial aid to be used.

3. Students may not use St. Andrews-funded financial aid, or any other College-administered financial aid, to defray the cost of their study abroad at institutions which are not parties to an official exchange agreement with St. Andrews. This exclusion applies to the Central College Consortium and other entities with which the College may maintain an informal collaborative or cooperative arrangement. In such instances, students may petition for a leave of absence from St. Andrews while they undertake their studies abroad, and subsequently may petition to have their work accepted for transfer credit.

DeTamble Library

The DeTamble Library offers many services to the students and community. Please see the policy statement available in the library for a complete list of regulations.

College Computer Services

The Computer Center offers accounts (including Internet accounts) and various computer laboratories for St. Andrews students. Please see the policy statement in the Computer Center for a list of the regulations.



Degree Requirements



General Requirements

St. Andrews offers three degrees: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Fine Arts. Candidates for each degree are required to complete a minimum of 120 credits, with a minimum grade point average of 2.0 in all work attempted. Required courses include 24 to 29 credits of St. Andrews General Education (SAGE), 10 to 16 credits of Breadth Requirements, variable elective credits or additional credits in the major area to total a minimum of 120 credits. No more than three physical education activity credits may be counted toward the 120 required credits. A minimum of 36 credits at the 300-400 levels must be completed for graduation.

Beginning with the 1983-1984 academic year, one St. Andrews credit is equivalent to one semester hour.

Although faculty advisors help students plan their course of study, students are responsible for seeing that the courses taken meet the requirements for graduation.

Degrees Offered

Bachelor of Arts

The B.A. is offered in Asian Studies, Biology, Business Administration, Communications and Performing Arts, Chemistry, Education, English, Environmental Studies, History, International Business, Liberal Arts, Mathematics, Politics, Philosophy, Psychology, Religious Studies, Therapeutic Riding, Visual Arts, and a specialized program of study in Exercise Science in the area of Sport Management. A minimum of 30 credits is required for the major.

Bachelor of Fine Arts

The B.F.A. is offered in Creative Writing. A minimum of 40 credits is required for the major.

Bachelor of Science

The B.S. is offered in Biology, Chemistry, Exercise Science, and Mathematics. A minimum of 48 credits is required for the major.

General Requirements

St. Andrews offers 13 departmental majors and seven interdisciplinary majors in Laurinburg.

Four of the 20 majors are also offered at the Sandhills campus:

Major in Business Administration (B.A.)

Major in Creative Writing (B.F.A.)

Major in Education (B.A.)

Major in Psychology with a Specialized Program of Study in Human Services (B.A.)

Majors Offered at St. Andrews

Division of Humanities & Fine Arts

Visual Arts (B.A.)

Creative Writing (B.F.A.)*

English (B.A.)

Philosophy (B.A.)

Religious Studies (B.A.)

Specialized Program of Study in Church Services (B.A.)

Division of Mathematical, Natural, & Health Sciences

Biology (B.A. and B.S.)

Chemistry (B.A. and B.S.)

Chemistry with a Specialized Program of Study in Biochemistry (B.S.)

Mathematics (B.A. and B.S.)

Mathematics with a Specialized Program of Study in Computer and Information Science (B.S.)

Mathematics with a Specialized Program of Study for Pre-Engineering (B.S.)

Division of Social & Behavioral Sciences

Business Administration (B.A.)*

Concentration available in Accounting, Economics, Finance, Management, and Marketing

Specialized Program of Study in Equine Business Management (B.A.)

Specialized Program of Study in Therapeutic Riding Management (B.A.)

Education (B.A.)* {Elementary and Physical Education}

History (B.A.)

Politics (B.A.)

Psychology (B.A.)

Psychology with a Specialized Program of Study in Human Services (B.A.)#

Interdisciplinary Majors

Asian Studies (B.A.)

Communications and Performing Arts (B.A.)

Environmental Studies (B.A.)

Exercise Science (B.S.)

Specialized Program of Study in Sport Management (B.A.)

Therapeutic Riding (B.A.)

Therapeutic Riding with a Specialized Program of Study in Sport (B.A.)

Therapeutic Riding with a Specialized Program of Study in Psychoremedial Education (B.A.)

**Majors offered on both Laurinburg and Sandhills Campuses*
#Major offered on Sandhills Campus only

Declaration of Major

Students must complete a Declaration of Major Form, available from the Office of the Registrar. Majors must be declared before completing registration for the junior year. Transfer students accepted with junior or senior status are expected to declare a major at the beginning of their first semester at St. Andrews.

Contract Majors

In addition to the majors described in this Catalog, most academic departments offering majors also offer a contract major, which is a program of study arranged around a theme or outcome. For more information, contact the department chairperson.

Credit Requirements for Majors

An academic major consists of a minimum of 30 credits.

Information in addition to that specified in the major listings is available from the respective department chairpersons.

Breadth Requirements and Majors

Breadth courses may count as fulfilling both breadth requirements and major requirements.

Additional Requirements for a Second or Third Major, or Second or Third Minor

A major, including an interdisciplinary major, must contain a minimum of 30 credits that are not part of any other major. A minor, including an interdisciplinary minor, must contain a minimum of 18 credits that are not part of any other minor. Thus, second or third majors and/or minors within the same academic division must be approved by the respective division council.

Any course that is specifically required for two or more majors declared by a student may count toward the minimum of 30 credits in each major. Any course that is specifically required for two or more minors or for two or more majors declared by a student may count toward the minimum of 18 credits for each minor. At their discretion, departments and programs may disallow any overlap for majors or minors.

Multiple majors are not permitted at the St. Andrews, Sandhills Campus.

Second Degrees

If a student has a bachelor's degree from another college, they may earn a second Bachelor's from St. Andrews. St. Andrews graduates may come back as special non-degree seeking students and take additional courses.

For a second bachelor's degree, a student must complete all graduation requirements for the major, St. Andrews General Education, beginning with SAGE 210, all breadth courses and the Science component of SAGE (253 and 254 or 354). Exemptions may be given for these courses if the student has completed similar coursework elsewhere. Senior SAGE (409 and 481) is required. The student must also complete a minimum of 30 credits at St. Andrews.

Minor Requirements

St. Andrews offers optional academic minors in selected disciplines. In addition to regular minors listed, students may complete an interdisciplinary contract minor.

The regular academic minor consists of 18-32 credits, one-half of which must be at the 300- and 400-levels. The interdisciplinary contract minor must consist of a minimum of eight courses (32 credits) from three or more program areas.

All minors must be declared before registration for the final term at St. Andrews.

Application for Graduation

In order to be considered a candidate for a bachelor's degree, students, at least one term before their projected graduation date, must complete a "Graduation Application" and a "Graduation Audit." The application for graduation carries a fee (see "Other Fees" in the Financial Planning section of this catalog). Both applications are available from the Registrar's Office.

After students and their advisors have completed the Graduation Audit, students are responsible for submitting it to the Registrar's Office. At this time, students should make an appointment in the Registrar's Office to review their audit.

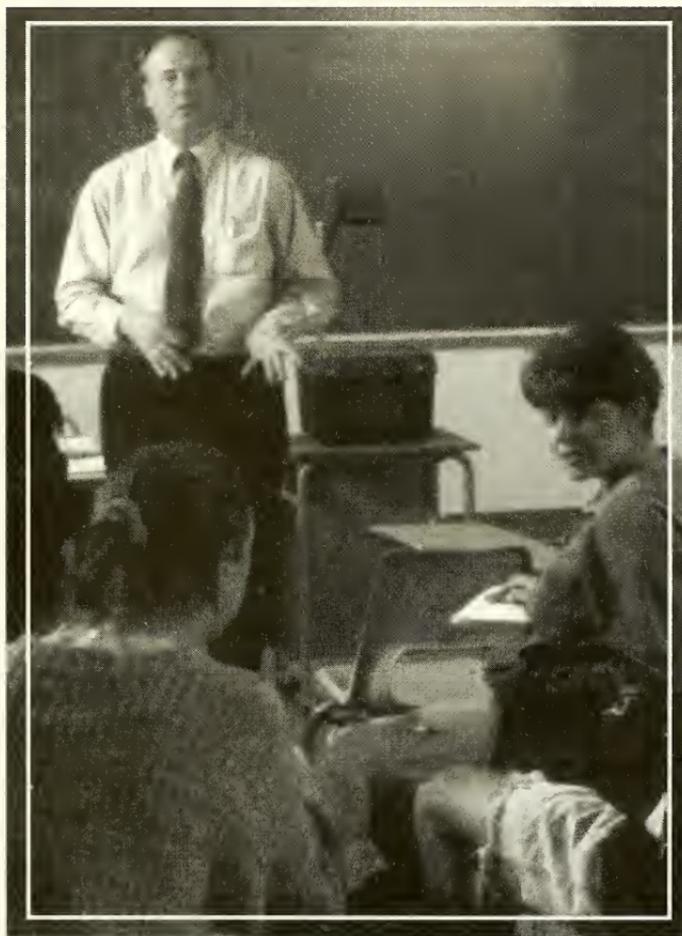
Academic Residence Requirements

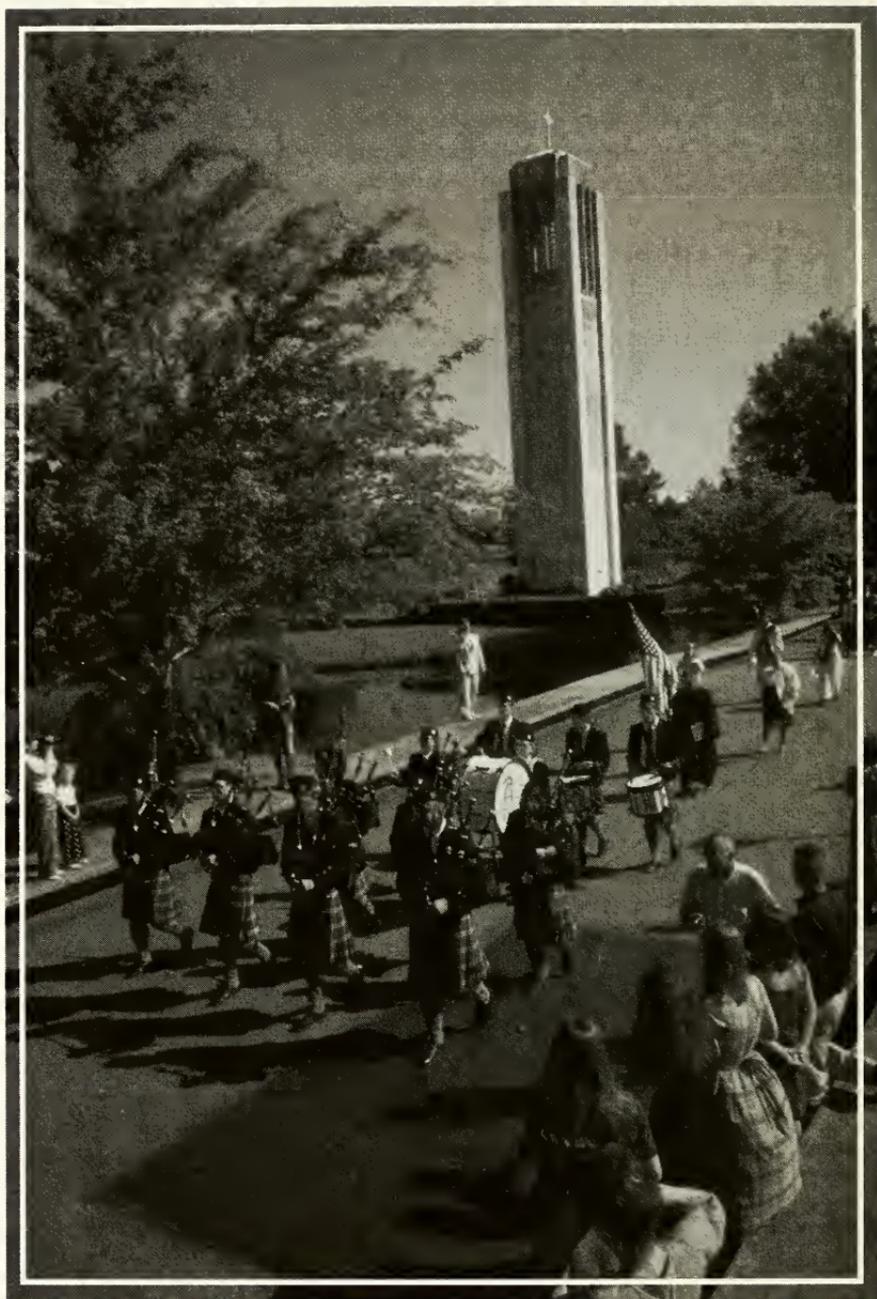
Students must complete their last 30 credits at St. Andrews College in order to obtain a degree from the College.

Commencement & Diplomas

St. Andrews holds one commencement ceremony in May each year for all students who have met the requirements for graduation since the last commencement. Diplomas are awarded in January for those students who finished requirements during the Summer Term and Fall Semester. All students who finish in the Spring Semester are expected to participate in the May ceremony. A student may only participate in commencement upon completion of all graduation requirements. Those not attending the graduation ceremony will be mailed their diplo-

mas. The diploma may be withheld from the student if his or her account is not paid in full. Only one diploma will be awarded each student. If for some reason a student's graduation diploma becomes lost, destroyed or marred, the student may request a duplicate diploma from the Registrar's Office. The charge for a duplicate diploma is \$60.00 and involves a waiting period of up to six months.







Pre-Professional Programs

General Information

St. Andrews offers pre-professional courses of study which encompass many careers. In most instances these courses have been compiled in conjunction with specific requirements of professional schools. Many professional schools require specific procedures in regard to entrance tests, application deadlines, and interviews. In many professions no specific undergraduate major must be followed, and students may major in any area of interest. Therefore some students may have a pre-professional advisor in addition to their academic advisor.

Programs of Study

Students who are interested in accounting may want to consider the dual-degree 3/2 and 4/2 programs in Accounting, listed as the Master's Degree in Accountancy in the Department of Business and Economics section of this catalog.

Students who are interested in medicine, dentistry, veterinary medicine, physical therapy, or allied health professions are advised to contact the chair of the Division of Mathematical, Natural, and Health Sciences, or the coordinator of the interdisciplinary program in Exercise Science and Sport. The Division of Mathematical, Natural, and Health Sciences provides advising services to students interested in pursuing health careers. These services include assistance with planning majors, with preparing for nationally-normed tests (MCAT, DAT, VCAT, etc), and with preparation of the application for graduate school admission. Clinical internships may also be arranged.

Students who are interested in pre-engineering may want to consider the dual-degree Major in Mathematics with a Specialized Program of Study in Pre-Engineering.

Pre-Law Certification Program, 18 credits

Designed specifically for students interested in a law career, this interdisciplinary program provides courses which improve students' critical thinking and reasoning skills, and which give a general introduction to American politics and government.

Students may apply to the program any time after completing 27 credits at St. Andrews. Applications are available from the pre-law advisors; students are granted entry by the Pre-law Committee.

The pre-law certification program consists of 18 credits chosen from an approved list, in consultation with the student's pre-law advisor. Students must have a cumulative G.P.A. of 3.0 in the 6 courses. No more than two of the six courses may be taken as both pre-law certificate courses and as major courses.

Pre-Law Courses

B/E 209 Principles of Accounting	3
B/E 231 Microeconomics, or B/E 232 Macroeconomics	3
B/E 315 Business Law	3
His 102 Western Civilization I—Comparative Revolutions	3
His 201 American Civilization I, and His 202 American Civilization II	3
Phil 210 Introduction to Logic	3
Phil 333 Philosophy of Law	3
Pol 201 Introduction to American Government	3
Pol 231 Introduction to Law	3
Pol 362 Constitutional Law	3
X95 Internship in Law	3-4



St. Andrews General Education

Director: Dennis McCracken

St. Andrews General Education (SAGE) was designed by the St. Andrews faculty as a whole for the St. Andrews student body as a whole. It

includes all course work that constitutes graduation requirements common to all students—those courses which carry the SAGE prefix (listed below) as well as breadth courses. Taken as a whole, the goals it pursues reflect the mission of the College as described below.

Mission:

Through its integrated educational program, the College seeks to graduate informed, articulate individuals, with a comprehension of the complex nature of the problems facing a diverse but interdependent global community, and with the knowledge and skills necessary to lead productive professional lives.

In support of this institutional objective, St. Andrews General Education provides a core development of knowledge and skills fundamental to all students regardless of major, career, and/or life goals. SAGE offers personalized, sequential courses involving students from their entrance to the College through their graduation into the world of work. SAGE encourages, through skills and knowledge development, a life-long commitment to learning.

In addition, the Statement of Purpose says: True to the historical Presbyterian commitment to intellectual inquiry, St. Andrews views critical exploration in all disciplines as compatible with faithful living. In accordance with this statement, SAGE provides opportunities for all students to develop a breadth of cultural understanding, from biblical literacy to scientific literacy, and to cultivate the critical skills needed to reason about those traditions.

Finally, the Statement of Purpose says that St. Andrews encourages students to develop habits of lifelong learning and self-renewal which balance freedom with responsibility and transcend self-interest with a spirit of service. This institutional objective is addressed in the SAGE curriculum in the valuing of knowledge for the quality of action that it facilitates, in the emphasis on development of learning skills, and in the emphasis on responsibility to self and community.

Student Objectives

The institutional goals described above are accomplished through the following explicit developmental objectives for student skills and knowledge.

The student will be expected to acquire, by the end of the first year, the skills necessary for success in college: time management, note-taking, study skills, basic skills for test-taking and essay writing, reading for content, basic speaking and listening skills, assertiveness, basic thinking skills and argumentation, basic research and library skills, basic computer skills.

All of the SAGE general education and core courses will engage students in the pursuit of the following objectives:

- SELF RESPONSIBILITY:** be able to apply decision making and valuing skills to choices which lead to life-long health and wellness, life-long learning and effective assertiveness
- COMPUTER EFFECTIVENESS:** be able to use computers and the Internet for information searching, gathering and evaluating, for communication, and for word/data processing
- CAREER DEVELOPMENT:** explore life-long vocational and avocational goals, devise a reasonable plan for achieving those goals, and develop a personal portfolio.
- EFFECTIVE COMMUNICATION:** develop the ability to read, speak, write, and listen critically and the ability to present and defend ideas effectively
- VALUES EXPRESSION:** develop the ability to describe different systems of values; clarify, articulate, and/or visualize personal values, and defend choices through reference to values
- ARTISTIC APPRECIATION:** develop an understanding of and an ability to express critically, one of the variety of artistic expressions
- MATH AND SCIENCE LITERACY:** develop the ability to apply basic mathematical skills to everyday problems and the ability to apply scientific knowledge, scientific concepts and an understanding of the scientific process to science related, public issues
- CULTURAL LITERACY (WESTERN HERITAGE):** acquire a working knowledge of some important sources within the development of Western thought, including those from the Judeo-Christian heritage, and an understanding of how elements of that heritage inform contemporary perspectives.
- GLOBAL PERSPECTIVE:** develop an understanding and appreciation of some of the contributions, values, and accomplishments of world communities and civilization and how these enhance global interdependence
- COMMUNITY RESPONSIBILITY:** acquire the ability to use leadership skills within different groups and among persons of different backgrounds, become an informed and contributing member of the St. Andrews community and society.
- CRITICAL THINKING:** develop the ability to analyze problems effectively, to propose and evaluate potential solutions, and to defend a point of view.

The student will be expected to acquire, by graduation, the skills and knowledge appropriate for success.

SAGE Courses

Each semester, students must register for those SAGE courses appropriate for their academic classification and skill level. Students may not drop or withdraw from SAGE courses. Any exceptions to the above must be initiated by a faculty advisor and approved by the SAGE Director and the Associate Dean for Academic Affairs.

The First Year Experience:

A Success Seminar (Fall semester) will deal with the transition from high school to college, the enhancement of academic success skills and the exploration of potential careers and majors appropriate to particular career paths,

SAGE 100 College Success - 3 credits

Writing courses designed and tracked to begin at each student's skill level and develop a complete repertoire of College level writing skills by the end of the first year,

SAGE 110 Essay I - 3 credits

SAGE 111 Essay II - 3 credits

A Lifetime Wellness Course designed with each student's physical abilities in mind, to provide the knowledge and skills necessary for a lifetime of personal and professional healthy living. Students must complete SAGE 120 by the end of the first year.

SAGE 120 Lifetime Wellness - 2 credits

The Flexible Middle – Understanding the World Around You:

The sophomore/junior experience will involve four courses—two World Cultures Courses and two Integrated Science and Quantitative Reasoning Courses. Each student will have the option of taking both sequences during the sophomore year or one sequence each year over the sophomore and junior years.

The World Cultures Sequence will explore the development of ideas in Western and selected non-western cultures. The goal is to provide the tools to understand the cultural, social and political aspects of the world in which we live.

SAGE 210 World Cultures I: Human Achievement from Literacy to Modernity - 3 credits

SAGE 211 World Cultures II: Human Achievement from Modernity's Beginnings to the Present - 3 credits

The Integrated Science and Quantitative Reasoning courses will allow each student to learn science by doing science. Quantitative skills development will be integrated into the data collection, analysis and presentation activities typical of the scientific enterprise. The goal is to provide the tools to understand and participate in public issues that involve information and recommendations from scientists and the scientific community.

* SAGE 253 Integrated Science & Quantitative Reasoning I - 4 credits

* SAGE 254 Integrated Science & Quantitative Reasoning II - 4 credits

* SAGE 354 Scientific Communication in the Public Forum - 3 credits

The Senior Experience – Bridge to the “Real World”:

Senior SAGE (SAGE 409) will emphasize a global perspective, offering opportunities to explore complex global problems and develop ethically sensitive responses to these problems.

SAGE 409 Global Perspectives - 3 credits

Senior Success Seminar will help each student with issues relating to the transition into graduate school, professional school, or immediate employment.

SAGE 481 Senior Transitions - 1 credit

Successful completion of the courses listed above is a requirement for graduation from St. Andrews Presbyterian College. Partial exemption may be granted based upon placement test results or prior college credits.

**Either SAGE 253 and 254, or SAGE 354 are required for graduation from St. Andrews. Transfer students may be exempted from the courses based upon prior completion of two courses in science and one mathematics course completed at least at the level of precalculus or statistics with evidence that these courses devoted significant attention to the goals described for SAGE 253 and 254. Students who are not eligible for exemption at the time of admission must take SAGE 253 and 254, or SAGE 354*

Breadth Requirements

To acquire the breadth in educational experience which characterizes St. Andrews view of liberal learning, and to build a broad foundation for specialization, all students must complete the following breadth courses (10-16 credits), as a part of their St. Andrews General Education (SAGE) requirements.

I. Fine Arts: 3 credits

Students must select a minimum of three credits from the list of approved courses below:

Art 146 2-D Design	4
Art 246 3-D Design	4
Art 268 Art History I	2
Art 269 Art History II	2
CW 221 Creative Writing	3
Mus 210 Music Theory I	3
Mus 250/350 Music in American Pop Culture	2
Mus 251/351 Rock Formations	2
Mus 252/352 Western Art Music	2
Mus 254 Musics of the World	2
Mus 256/356 Jazz Appreciation	2
Mus 255/355 Blues Appreciation.....	2
Mus 274/374 Musics of the Celtic World	3

II. Health & Physical Education: 1 credit

one PE Activity at 200 level	1
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III. Humanities: 3 credits

Students must select a minimum of three credits from the list of approved courses below:

Eng 209 Survey of the Literature of the United States	3
Eng 210 Classics of the Western Literary Tradition	3
Eng 211 Masterpieces of English Literature	3
Eng 252 Modern Poetry	3
Eng 362 Saints and Heroes of the Middle Ages	3
Eng 371 The Cantos: American Epic	3
Eng 372 Myth and Agro-Archeology	3
Phil 100 Introduction to Philosophy	3

Phil 212 Ethics	3
Phil 213 Aesthetics	3
Phil 216 Existentialism	3
Phil 217/317 Philosophy of Mind	3
Phil 231 Business Ethics	3
Phil 241 Philosophical Issues in Mass Communication	3
Phil 246 Environmental Philosophy	3
Phil 301 The Beginnings of Philosophy	3
Phil 302 Jewish, Christian, and Islamic Philosophy	3
Phil 303 Modern Philosophy and Scientific Revolutions	3
Phil 304 Recent Philosophy and the Technological Revolutions	3
RS 100 Quest for Religious Meaning	3
RS 218 The Christian Story (Introduction to Christian Beliefs)	3
RS 209 The Bible Today	3
RS 222/322 Religion in Stories, Plays, and Films	2
RS 223/323 Religion and Psychology: A 20th Century Dialogue	2
RS 325 Women and Religion	2
RS 340 Old Testament Studies: the Pentateuch	2
RS 341 Old Testament Studies: Hebrew Prophets	2
RS 342 New Testament Studies: the Synoptic Gospels	2
RS 343 New Testament Studies: Life and Letters of the Apostle Paul ...	2
RS 331 History of Christian Thought	3

IV. Language & Culture: credit varies

Students must select one option from the list of approved options below.

1. FL 152 Chinese, French, German, Greek, or Spanish Language II
(Prerequisite for 152: FL 151) 3
2. FL 155 Practical French Conversation or
Practical Spanish Conversation 3
3. * An Approved Residential Course Abroad chosen from: Beijing,
Brunnenburg or Ecuador credit varies
4. * Overseas Exchange Program credit varies
5. A grade on the CLEP examination in a foreign language
sufficient to receive credit for FL 152, as determined
by the Registrar. credit varies
6. Completion of an advanced placement foreign language course in high
school, AND a appropriate score sufficient to receive credit for FL 152,
as determined by the Registrar. credit varies
7. Completion and transfer of FL 151-152 and/or FL 155-equivalent courses
at an accredited college or university. credit varies

*Formal foreign language study must be a component of this program.

An exemption to the Language and Culture breadth requirement is
available to those students who:

1. Have successfully completed two years of a foreign language at the
high school level, or one year of college-level language for transfers;
OR

2. Are native speakers of a language other than English, and have achieved a score of 500 or above on the Test of English as a Foreign Language. The native language must be one for which the student's competence may be verified by the faculty of the Department of Foreign Languages.

V. Social & Behavioral Sciences: 3 credits

Students must select a minimum of three credits from the list of approved courses below:

Anth 205 Archaeology	3
Anth 209 Introduction to Cultural and Social Anthropology	3
Anth 309 Contemporary Social Problems	3
B/E 123 Leading the Enterprise	3
B/E 231 Microeconomics	3
B/E 232 Macroeconomics	3
Ed 246 Education, Culture, and Society	3
Geo 201 World Geography I: Western Hemisphere	3
Geo 202 World Geography II: Eastern Hemisphere	3
Hist 101 Western Civilization I	3
Hist 102 Western Civilization II—Comparative Revolutions	3
Hist 201 American Civilization I	3
Hist 202 American Civilization II	3
Hist 241/341 The United States Since 1940	3
His 353 The Enlightenment and the French Revolution	3
Pol 201 Introduction to American Government	3
Pol 211 Introduction to International Politics	3
Pol 231 Introduction to Law	3
Pol 366 Politics of Sex	3
Pol 276 Politics of Behavior	3
Psy 101 Introduction to Psychology	3

Note: To Students Who Entered St. Andrews Prior to Summer 1996, the Following Requirements also Apply

Critical Quantitative Thinking: 3-4 credits

Students must select one course from the list of approved courses below:

B/E 209 Principles of Accounting I	3
Chem 201 Structure and Reactivity (General Chemistry I)	3
Math 115 Precalculus	3
Math 205 Statistics I	3
Math 216 Topics in Discrete Mathematics	3
Math 221 Calculus I	4
Math 222 Calculus II	4
Phys 201 College Physics I	4

And

Laboratory Sciences: 4 credits

Students must select one course from the list of approved courses below:

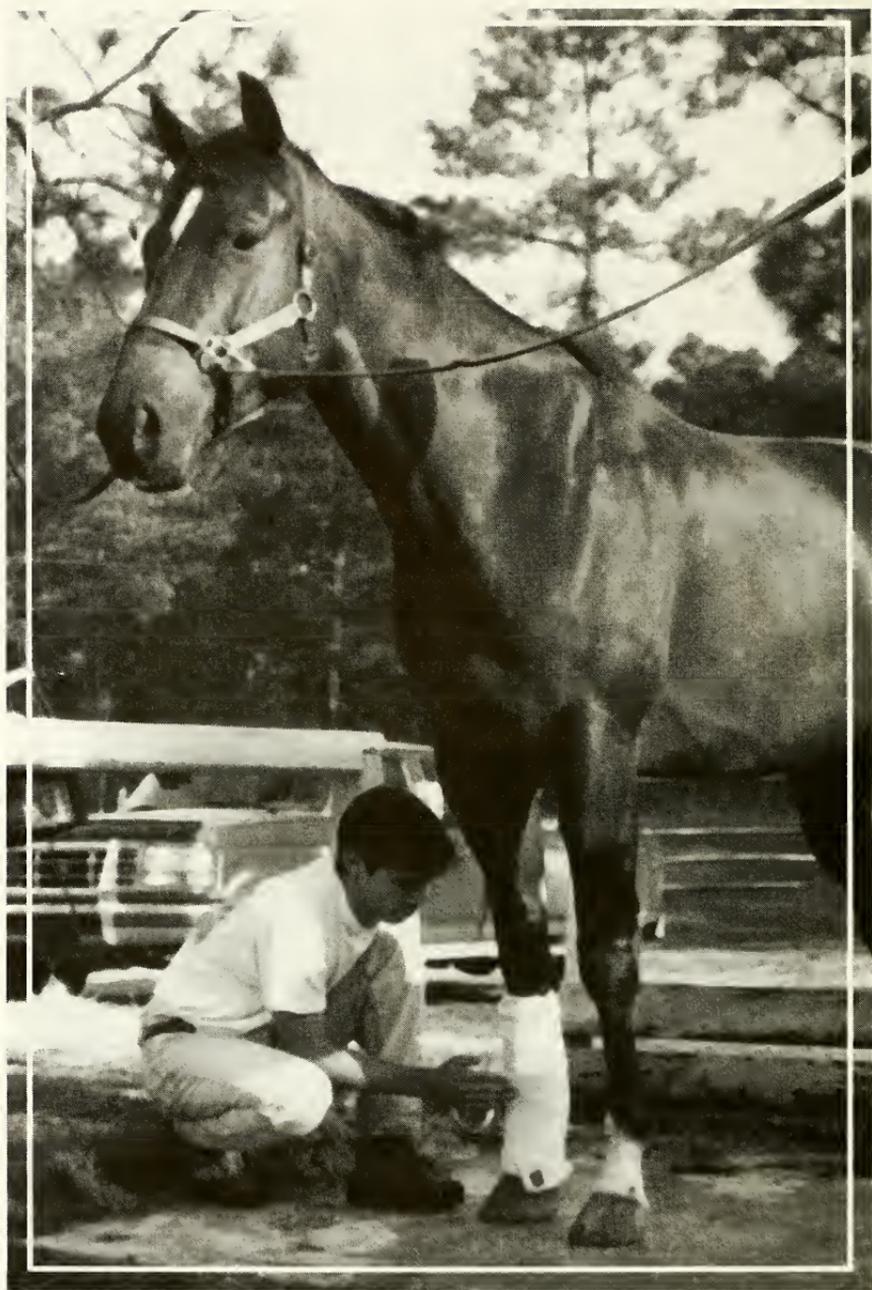
Bio 211 Concepts in Biology I	4
Bio 212 Concepts in Biology II	4
Chem 201 Structure and Reactivity (General Chemistry I) (3), AND Chem 201L Structure and Reactivity Laboratory (1)	4
Hps 245 Human Anatomy and Physiology	4
Phys 201 College Physics I	4
Phys 211 General Physics I	4

Or SAGE 253 Integrated Science & Quantitative Reasoning I (4 credits) & SAGE 254 Integrated Science & Quantitative Reasoning II (4 credits)

Students, who entered St. Andrews prior to Summer 1996 and who have taken one of the two breadth requirements above (Critical Quantitative Thinking and Laboratory Science) may elect to satisfy the other requirement by taking either SAGE 253 or SAGE 254.

In addition, students who entered prior to Summer 1996 and who have not taken HPS 100 Concepts of Lifetime Wellness (2) must take SAGE 120 Lifetime wellness (2).





Interdisciplinary Majors & Minors



Chairperson: Lawrence E. Schulz

- Asian Studies
- Communications and Performing Arts
- Environmental Studies
- Exercise Science and Sport
- Therapeutic Riding
- International Business
- Liberal Arts

Interdisciplinary Majors

St. Andrews offers ten interdisciplinary majors within six interdisciplinary programs, each administered by a separate committee composed of faculty drawn from pertinent academic departments. The interdisciplinary major takes advantage of the distinctive strengths of the faculty and of the curriculum at St. Andrews. By bringing together the teaching expertise of faculty experienced in their fields of specialization, interdisciplinary majors offer students a balanced and diverse set of courses, advising and career services. Each of the interdisciplinary majors prepares students for further advanced studies or more immediate employment prospects; both of which may bridge traditional boundaries and demand new ways of learning and applying new knowledge.

Asian Studies

Coordinators: Margaret Houston & Lawrence Schulz

Major and Minor:

Major in Asian Studies, B.A.

Minor in Asian Studies

Mission

In keeping with the mission of the College, and the importance it places on international education, the Asian studies program teaches students to understand and appreciate Asian countries, cultures, societies, and languages and how this vast region interacts with the rest of our interrelated world. The Asian Studies program seeks to prepare students for a variety of Asia-related careers through specialized programs of study, extracurricular events, internships, and study-travel in Asia.

The Asian Studies program is interdisciplinary, offering contract majors and minors which must be approved by the Asian Studies Committee. Students may choose to complete a major in Asian Studies to complement another major such as History, International Business, or Religion.

Goals

The program in Asian studies is designed to assist students in:

1. Cultivating a life-long enthusiasm for studying the peoples and cultures of Asia and identifying career and vocational options that are Asia related while studying, traveling and engaging in experiential learning or internships.
2. Understanding how Asian historical backgrounds, religious traditions, and value systems have influenced and continue to affect Asian peoples and events.
3. Acquiring the skills for finding and interpreting source materials on Asia and communicating ideas clearly in both written and oral presentations.

Honors in Asian Studies

A major may receive the designation "Honors in Asian Studies" upon meeting the following criteria:

1. Achieving a cumulative G.P.A. of 3.00 or better on all course work, and a 3.30 or better in courses in the major.
2. Completing two (2) AS 499 Guided Independent Study in Asian Studies for four (4) credits each: one in the Fall Semester of the student's senior year, and the second guided independent study during the Spring Semester of the student's senior year.
3. Presenting an honors thesis on a topic acceptable to the Asian Studies Committee.
4. Defending the honors thesis in a comprehensive oral examination before an examining committee comprised of three faculty members, including at least one member of the Asian Studies Committee.

Major in Asian Studies, 45-47 credits: B.A.

All contracts in this major must include a disciplinary, thematic, or geographic focus, plus the following:

Required Courses

AS 101 Introduction to Asia	3
AS 102 Introduction to Asia	3
AS 499 Guided Independent Study in Asian Studies —Senior Thesis and a portfolio of work	3
Participation in an overseas program of study in Asia for one Fall or Spring Semester	credit varies
Demonstrated competence through at least the intermediate level in one Asian language	12-14
*Approved Asian Studies Electives chosen from the following: (some of the courses taken overseas and not used to meet other major require- ments may count toward this requirement)	24
Anth 209 Introduction to Cultural & Social Anthropology (3)	
Anth 309 Contemporary Social Problems (3)	

- B/E 308 International Trade & International Financial Management (3)
- B/E 366 Economic Development and Multinational Corporations (3)
- Chinese 151 Chinese Language I (3)
- Chinese 152 Chinese Language II (3)
- Eng 237/337 Japanese Fiction and Film (3)
- Geo 202 World Geography II: Eastern Hemisphere (3)
- His 351 History of the Modern Middle East (3)
- His 361 East Meets West: Europe in the Age of Chivalry (3)
- His 271/371 The United States and the Vietnam War (3)
- Mus 254/354 Musics of the World (2)
- PE 249 Principles of Taijiquan (1)
- Phil 302 Jewish, Christian, and Islamic Philosophy (3)
- Pol 309 Politics Area Studies. Applicable course rotations include:
 China, Asia, Northeastern Asia, Africa (3)
- RS 100 Quest for Religious Meaning (3)
- RS 241 Religion in the Middle East (2)

**Departments frequently offer X90 Special Studies courses which may address topics concerning Asia. Students should consult course listings for each semester for available Asian studies courses.*

Students may petition the Asian Studies Committee to have other courses accepted as Asian studies courses. Some past examples include the following: Anthropology 290/390: Peoples of Asia.

Minor in Asian Studies, 18 credits

Required Courses

- AS 101 Introduction to Asia 3
- AS 102 Introduction to Asia 3
- Approved Asian Studies Electives chosen from the following courses,
 with at least three courses at the 300-400 levels: 12
- Anth 209 Introduction to Cultural & Social Anthropology (3)
- Anth 309 Contemporary Social Problems (3)
- B/E 308 International Trade and International
 Financial Management (3)
- B/E 366 Economic Development and Multinational Corporations (3)
- Chinese 151 Chinese Language I (3)
- Chinese 152 Chinese Language II (3)
- Eng 237/337 Japanese Fiction and Film (3)
- Geo 202 World Geography II: Eastern Hemisphere (3)
- His 351 History of the Modern Middle East (3)
- His 361 East Meets West: Europe in the Age of Chivalry (3)
- His 271/371 The United States and the Vietnam War (3)
- Mus 254/354 Musics of the World (2)
- PE 249 Principles of Taijiquan (1)
- Phil 302 Jewish, Christian, and Islamic Philosophy (3)

Pol 309 Politics Area Studies. Applicable course rotations include:

China, Asia, Northeastern Asia (3)

RS 100 Quest for Religious Meaning (3)

RS 241 Religion in the Middle East (2)

**Departments frequently offer X90 Special Studies courses which may address topics concerning Asia. Students should consult course listings for each term for available Asian studies courses.*

Students may petition the Asian Studies Committee to have other courses accepted as Asian studies courses. Some past examples include the following: Anthropology 290/390: Peoples of Asia.

Department of Communications & Performing Arts

Coordinator: Christine Farina

Majors and Minors

Major in Communications and Performing Arts, B.A.

Minor in Communications and Performing Arts

Mission

The interdisciplinary program of communications and performing arts seeks to fulfill the mission of the College by providing a broad-based and thorough course of study in the theory and practical applications of mass and interpersonal communications, one that is firmly grounded and oriented in a general liberal arts education. For non-majors, courses are intended to cultivate a basic comprehension of and an intelligent sensitivity to interpersonal and mass communications, as well as to the processes of effective message creation.

Majors are also expected to complete studies leading to effective and intelligent use of the various media, and to obtain a basic mastery of the skills essential to competing in a specified field of communication and performing arts. By graduation, majors must have completed a portfolio showcasing creative written or production work, research documentation, criticism, strategy planning, and/or performance credits.

The communications and performing arts major is administered by the Communications and Performing Arts Committee, which is composed of faculty drawn from pertinent academic departments that offer courses addressing communications and performing arts skills and topics.

Goals

1. To develop competitive skills in the creation of effective messages, by writing, public speaking, and the use of visual and mass media.
2. To develop skills necessary for sophisticated analysis of mass media.
3. To acquaint students with the range of career opportunities in communications-related fields.

Program of Study

The major in communications and performing arts is a contract major. Stu-

dents arrange their contracts in consultation with the program coordinator, subject to the approval of the Communications and Performing Arts Committee. All contracts in communications and performing arts will include 12-14 courses, with at least 6 at the 300-400 levels.

Depending upon their personal and vocational interests, students may supplement their work in Communications with courses added to their major contracts from the Departments of Business/Economics, Visual Arts, Music, and/or Creative Writing, subject to approval by their advisor and the Communications and Performing Arts Committee.

Requirements for Communications & Performing Arts Majors:

- (a) The Communications Core (18 credits)
 - Com 103 Speech Communications 3
 - Com 230 Mass Communications 3
 - Com 331 Mass Culture in the Modern US 3
 - Com 340 Video Production 3
 - Phil 341 Philosophical Issues in Mass Communications 3
 - Com 422 Senior Seminar 3
 - (b) One of the following: 3
 - Com 245 Oral Interpretation I: Voice and Diction (3)
 - Com 333 Journalism (3)
 - Com 339 Public Relations (3)
 - Com 345 Advanced Oral Interpretation (3)
 - (c) Six of the following: 18-21
 - Com 440 Advanced Video Production (3)
 - B/E 231 Microeconomics (3)
 - B/E 312 Marketing (3)
 - B/E 325 Management (3)
 - B/E 355 Organizational Behavior (2)
 - Phil 232/233 Aesthetics (3)
 - Art 146 2-D Design (4)
 - Art 246 3-D Design (4)
 - Art 272/372 Computer Graphics (4)
- *Additional Com courses as listed above, section (b)

Minor in Communications & Performing Arts (18 credits)

Required Courses:

- Com 103 Speech Communications 3
- Com 230 Mass Communications 3
- Approved Communications Electives chosen from: 6
- Com 331 Mass Culture in Modern U.S. (3)
- Com 333 Journalism (3)
- Com 340 Video Production (3)
- Approved Communications Electives at the 300-400 levels: 6

Coordinator: Michael Fletcher

Major:

Major in Environmental Studies, B.A.

Mission

The Environmental Studies Program, in keeping with the mission of the College, combines exposure to an integrated interdisciplinary body of knowledge, mastery of specific skills, and the development of ethics and values. The strength of the major is the interdisciplinary approach which integrates perspectives and methods from the natural sciences, social sciences, and humanities, in order to define and understand environmental problems. The Environmental Studies program will meet its goal of preparing students to develop solutions to environmental problems in an ever changing world by building upon the strengths of the liberal arts and sciences program with an individually tailored body of knowledge and skills. By allowing students to develop these specific skills the program will prepare students for careers in the private and public sectors, or to enter graduate study.

Goals:

1. Students will develop an interdisciplinary and global perspective on environmental issues, which enhances their potential for growth in an environmental career.
2. Students will be able to think critically about environmental issues.
3. Students will acquire the ability to write and speak clearly and effectively about environmental issues.
4. Students will develop a sense of social responsibility.
5. Students will develop a broad knowledge base in the Natural Sciences sufficient to facilitate both an understanding of earth processes and an understanding of the scientific process and its role in environmental issues.
6. Students will identify and explore environmentally related careers.

Internships in Environmental Studies

An internship in Environmental Studies allows students to investigate potential careers, develop new skills, gain valuable work experience, and develop professional contacts. Prospective interns must meet College-wide requirements and be approved by the program director. Normally, only junior and senior level students will be allowed to pursue an internship. Internships may be taken during any academic semester and interns receive variable credit in EST 395 or 495 based on the nature of the on-site experience.

Program of Study

All students who are interested in completing the Environmental Studies Major will be required to submit a proposal, indicating the electives chosen to

accompany the core courses essential to the major. A written rationale must accompany this proposal to justify the selection of those particular electives. Normally, this proposal would be due by the end of each student's sophomore year. Proposals must be accepted by the director prior to the declaration of an Environmental Studies major. The Environmental Studies proposal will be evaluated by a committee of three faculty members. This committee will consist of the Environmental Studies director and at least two additional faculty members. At least one of these committee members will reside in each of the College's major divisions: Mathematical, Natural and Health Sciences, Social and Behavioral Sciences, and Humanities and Fine Arts.

Core Requirements for Environmental Studies Majors

[These courses are required for all majors]: (27 credits)

EST 202: Introduction to Environmental Studies	3
Bio 212: Concepts in Biology II	4
Bio 307: Ecology	4
Chem 201 & 201 Lab: Structure and Reactivity	4
EST 325: Physical Geography	3
EST 345: Environmental Economics and Policy Analysis	3
Phil 246: Environmental Philosophy	3
Math 205: Statistics I	3

Elective Tracks

The tracks (or specializations) suggested below represent groupings of courses which can be used to demonstrate a coherence and depth in the particular area of concentration. Within each track the student's proposal must justify coherence and depth in the selection of electives. Other courses may be substituted for courses from these lists if the student can justify in their proposal that those electives will satisfy the objectives of a particular track. Proposals are not confined to the established tracks. Student-generated specializations such as environmental education or environmental writing are welcomed. Proposals describing student-generated tracks should specify a career goal, a list of elective courses, and a set of objectives met by the electives which are justified in light of the career goal. Each student must take a minimum of fifteen (15) credits of electives, nine (9) of which must be at the 300-400 levels.

Humanities Track Includes:

Anth 309 Contemporary Social Problems	3
Com 339 Public Relations	3
Eng 311 The American Renaissance	3
Eng 317 Literature of the Romantic Period	3
Com 333 Journalism	3
Eng 372 Myth and Agro-Archeology	3
His 202 American Civilization II	3
Phil 303 Modern Philosophy and Scientific Revolutions	3

Politics Track Includes:

Anth 309 Contemporary Social Problems	3
B/E 366 Economic Development & Multinational Corporations	3
Pol 211 Introduction to International Politics	3
Pol 309 Politics in Non-Western Areas	3
Pol 323 Conflict Resolution.....	3
B/E 335 Organizational Behavior	3
Psy 331 Social Psychology	3

Biology Track Includes:

Required Courses:

Chem 206 Equilibria	3
Chem 206L Equilibria Lab.....	1
Chem 315 Analytical Chemistry	4
Three (3) additional courses to be chosen from the following:	12
Bio 327 Genetics (4)	
Bio 335 Vascular Plants (4)	
Bio 343 Mycology (4)	
Bio 344 Phycology and Aquatic Ecology (4)	
Bio 353 Vertebrate Zoology (4)	
Bio 365 Microbiology (4)	
Bio 443 Environmental and Ecological Physiology (4)	

Chemistry Track Includes:

Required Courses:

Chem 206 Equilibria	3
Chem 206L Equilibria Lab.....	1
Chem 315 Analytical Chemistry	4
Chem 311 Intro to Organic Chemistry.....	3
Chem 311L Intro to Organic Chemistry Lab.....	1
Two (2) additional courses to be chosen from:	6-8
Chem 312 Organic Chemistry II (3)	
Chem 319 Physical Biochemistry (Requires Chem 312) (4)	
Chem 361 Intermediate Organic Analysis (Requires Chem 312) (3)	
Chem 404 Biochemistry (Requires Chem 312) (3)	
Bio 327 Genetics (4)	
Bio 365 Microbiology (4)	
Bio 441 Molecular Cell Biology (4)	

There is an implicit assumption that the Environmental Studies Proposal Committee will accept a proposed concentration of electives which is drawn from only one of the tracks. Students also have the option of choosing courses from more than one track. In such cases the student should take care to clearly articulate the reasons justifying selection of those particular electives. The committee will only approve proposals which demonstrate a coherent path toward a body of knowledge which will serve the student in achieving an identifiable goal.

Exercise Science & Sport

Coordinator: Shelby French

Majors:

Exercise Science, B.S.

Specialized Program of Study in Sports Management, B.A.

Therapeutic Riding, B.A.

Specialized Program of Study in Sport, B.A.

Specialized Program of Study in Psycho-Remedial Education, B.A.

Minors offered:

Coaching for Sport

Equine Studies

Sports Management

Therapeutic Riding

Mission: Exercise Science & Sport

The Interdisciplinary Program of Exercise Science and Sport supports the overall mission of the College for all students, "to graduate informed, articulate individuals...with the knowledge and skills necessary to lead productive lives." Through wellness education and athletic programs our department will help students to develop a "due regard for healthy lifestyles and physical well-being" now and in the future. For those students taking physical education courses for personal exploration of lifetime fitness and health, the intent is to help them realize their own role in personal and community health issues and accept physical activity as the beginning of a lifelong commitment.

It is the expectation of our faculty that our majors will achieve the advanced outcomes outlined below. These outcomes incorporate the abilities, knowledge, and professional characteristics the faculty deem necessary for a major in Exercise Science and Sport. Our adoption of these outcomes indicates our commitment to the design and implementation of a curriculum which affords adequate opportunities for our students to effectively develop these four abilities.

- communicates effectively in a variety of professional contexts, demonstrating mastery of the knowledge base, language, concepts, and methodology appropriate to their chosen program of study
- selects and applies the appropriate analytic theories and accepted knowledge to diagnose and prescribe for learning, athletic and optimal health development.
- consistently demonstrates initiative in problem solving to support the achievement of the goals of an individual and/or an organization
- demonstrates effective collaboration in a variety of professional contexts while working with diverse constituencies

While our goal is to adequately prepare our students to be accepted into graduate study programs or find employment in a field related to their major course of study, we have articulated our educational outcomes as abilities which will enable our students to be successful in whatever endeavors they pursue after graduation.

Mission: Therapeutic Riding

The Therapeutic Riding major, in keeping with the mission of the College, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field, as well as experiential learning components which help students explore and define career options while applying and testing their knowledge base. Support of the college's mission of encouraging students to 'transcend self-interest with a spirit of service' is inherent in the very nature of the major. Students will be prepared to enter the field of Therapeutic Riding as well-trained and contributing professionals or to continue on to post-graduate work in a related area. The major is specifically designed to provide career training for the disabled, as well as the able-bodied student.

In addition to the general outcomes for all majors in Exercise Science and Sport the program in Therapeutic Riding is designed to assist student in:

- Gaining an understanding of the therapeutic value and impact of horseback riding for people with a broad range of cognitive and physical disabilities and developing their knowledge of the various disabling conditions and the practical applications of horseback riding as a therapeutic modality.
- Developing the skills to utilize their knowledge to create student-centered learning experiences.
- Demonstrating an understanding of the safety, medical management, and ethical issues necessary to work successfully and responsibly in this field.
- Managing equines in a safe, healthy and effective manner and to training them for use in Therapeutic Riding Programs..
- Developing their skills as riders and their understanding of the theory of riding instruction, the anatomy and physiology of the horse and the rider, as well as their understanding of the horse's mentality.

Programs of Study

Two courses in Exercise Science and Sport satisfy the College breadth requirement and are required of all College degree candidates: SAGE 120 and one activity course should be taken prior to the junior year. PE 265 may be taken to satisfy the PE activity course requirement. Students who participate in sports that span the two regular semesters may register for PE 265 in the semester in which the season finishes. A maximum of five (including SAGE 120) physical education activity credits may be counted toward graduation.

There is a collateral major related to Exercise Science & Sport offered under the Department of Business and Economics. Please refer to this section for more information on the Equine Business Management Major.

Honors in Exercise Science

A student majoring in Exercise Science may, upon recommendation by the program and certification by the Dean of the College, receive the designation "Honors in Exercise Science" after successful completion of the following:

- A cumulative G.P.A. of 3.0 or better on all course work, and a 3.3 or better on all course work required for the major in Sports Medicine;
- A minimum of 6 credits of honors course work in exercise science (designated as ESS 497);
- An honors thesis or project on a topic approved by the program faculty;
- A defense of the honors thesis or project in a comprehensive oral examination before an examining committee which includes a Program faculty member, one faculty member from outside the Program, and one additional examiner.

Application for the "honors" designation should be completed and approved by the regular date for advanced registration for the fall term of the student's senior year.

Core Requirements for Majors in Exercise Science & Sport Program

Core Requirements for All Exercise Science and/or Sports Management

Majors: 20 credits

ESS 225 Human Anatomy	4
ESS 226 Human Physiology	4
ESS 231 Foundations and Principles of Physical Education and Sport ..	3
ESS 236 Basic Athletic Training	3
ESS 402 Exercise Physiology	3
ESS 410 Organization and Pdministration of Physical Education and.....	
Sport	3

Specialized Program of Study in Sports Management (B.A.): 62 credits

Exercise Science and Sport Core Requirements, 20 credits, plus:

- ESS 215 Skill Analysis: Individual Sports (1)
- ESS 216 Skill Analysis: Team Sports (1)
- ESS 217 Skill Analysis: Swimming (1)
- ESS 218 Skill Analysis: Gymnastics and Dance(1)
- ESS 227 Community Health, First Aid and CPR (2)
- ESS 328 Sports Law (2)
- ESS 335 Foundations of Sports Management (3)
- ESS 368 Sport Sociology (3)
- ESS 423 Fiscal Management (2)
- ESS 495 Internship (3)
- BE 209 Principles of Accounting I (3)
- BE 231 Microeconomics (3)
- BE 304 Principles of Finance (3)
- BE 312 Principles of Marketing (3)
- BE 315 Business Law (3)
- BE 325 Principles of Management (3)
- BE 355 or BE 373 Organizational Behavior or Human Resources Managment (3)
- CIS 121 Introduction to Computer Usage (3)

Major in Exercise Science (B.S.): 77 credits

Exercise Science and Sport Core requirement, 20 credits, plus:

- ESS 227 Community Health, First Aid and CPR (2)
- ESS 235 Principles of Adaptive Physical Education (3)
- ESS 331 Evaluation in Physical Education (2)
- ESS 351 Advanced Techniques in Athletic Training (3)
- ESS 325 Kinesiology & Biomechanics (4)
- ESS 453 Nutrition for Sport and Activity (3)
- ESS 455 Therapeutic Modalities (3)
- BIO 211 Concepts in Biology (4)
- BIO 212 Concepts in Biology (4)
- CHEM 201 General Chemistry (3)
- CHEM 201L General Chemistry Lab (1)
- CHEM 206 Equilibria (General Chemistry) (3)
- CHEM 206L Equilibria Lab (1)
- PSY 101 Introduction to Psychology (3)
- PSY 203 Developmental Psychology (3)
- MATH 205 Statistics (4)
- PHYS 201 College Physics I (4)
- PHYS 202 College Physics II (4)

An internship (ESS 295,395, or 495) is required in the field of exercise science (3)

Major in Therapeutic Riding (B.S.): 63 credits

CORE :

- ESS 151 Volunteer Experience in Therapeutic Riding (1)
- ESS 227 Community Health, First Aid and CPR (2)
- ESS 235 Principles of Adapted Physical Education (3)
- ESS 236 Basic Athletic Training (3)
- ESS 247 Pre Internship Seminar (1)
- ESS 246 Principles of Therapeutic Riding (2)
- ESS 240 Stable Management (2)
- ESS 240 L Stable Mangement Lab (2)
- ESS 225 Human Anatomy (4)
- ESS 226 Human Physiology (4)
- PSY 203 Developmental Psychology (3)
- EDU 355 The Exceptional Child (3)
- ESS 334 Motor Development (3)
- ESS 346 Advanced Techniques in Therapeutic Riding (3)
- ESS 347 TR Program Management: Administration (2)
- ESS 348 TR Program Management: Teaching (2)
- ESS 402 Exercise Physiology (3)
- ESS 440 Introduction to Contemporary Riding and Teaching (2)
- ESS 440L Introduction to Contemporary Riding and Teaching Lab (2)

For a Specialized Program of Study in Sport

in addition to the core and capstone requirements choose a minimum of nine credits:

- ESS 241 Horse Science (3)
- ESS 331 Evaluation in Physical Education (2)
- ESS 340 Equine Business Management (3)
- EDU 324 Educational Psychology (2)
- ESS 325 Kinesiology and Biomechanics (4)

For a Specialized Program of Study in Psycho-Remedial Education

in addition to the core and capstone requirements choose a minimum of nine credits:

- PSY 202 Research Methods in Psychology (3)
- PSY 331 Social Psychology (3)
- PSY 361 Psychological Evaluation Assessment (3)
- ESS 331 Evaluation in Physical Education (2)
- EDU 324 Educational Psychology (2)
- ESS 325 Kinesiology and Biomechanics (4)
- ESS 402 Exercise Physiology (3)

CAPSTONE:

- ESS 465 Therapeutic Riding Issues and Ethics (2)
 - ESS 466 Survey of Specialties in Therapeutic Riding (2) and
 - ESS 495, 498, or 499 Senior Project (internship, GIS, or practicum)
- Every major will be required to receive Red Cross certification in First Aid and CPR

Credits: Core - 47, CAPSTONE - 7, Required Electives - 9: Total 63

Minors in Exercise Science & Sport:

Each minor must have a minimum of 18 and a maximum of 28 credits selected from courses in the major field. There must be enough courses at the upper level to constitute one-half of the courses which comprise the minor.

Equine Studies

Requirements for a minor in equine studies are: ESS 240, 240L, 241, 340, 341, 342, 440 and 440L; and two PE Activity courses numbered 261 or above. The student must also be certified in First-Aid and CPR or take ESS 227.

Sports Management

ESS 227, 231, 335, 402, plus approved electives.

Coaching for Sport

ESS 227, ESS 231, ESS 228, ESS 229, ESS 236, ESS 326, ESS 327, ESS 410, plus approved electives

Therapeutic Riding

ESS 151, ESS 227, ESS 240, ESS 240L, ESS 246, ESS 346, ESS 347, ESS 348,
ESS 465, ESS 466, PE 268

International Business

Coordinator: Corinne Nicholson

Major:

Major in International Business, B.A.

Mission

The international business major, in keeping with the mission of the College, is designed to provide students with a global perspective in preparation for a career in an international field. The international business faculty recognizes that in this fast-paced world, exposure to other cultures is essential for success in international business. Therefore, students are expected to engage in the study of foreign language, explore international issues in related courses, and participate in an international experience. The College's strong emphases in international studies assure that students interested in an exposure to the global scene will find a supportive environment at St. Andrews.

Since career opportunities continue to expand in this area, students are encouraged to increase the value of this field of study by utilizing the available elective hours to create a significant supporting area of interest. This might include a minor or an emphasis in foreign languages, politics, history, or Asian studies. Students' advisors assist in designing an appropriate program of study.

Goals

1. To gain knowledge of global business activity within a multidisciplinary perspective.
2. To enhance students' global understanding and experience.
3. To prepare students to become more informed participants in the discussion and debate about global issues in business and community life.
4. To prepare the students for career and/or graduate study in global business and related international fields.

Program of Study

This major is administered by the International Business Committee, comprised of faculty drawn from academic departments which house programs with an international business component. The major in international business is a contract major.

Major in International Business, 48-56 credits: B.A.

Required Courses

B/E 209 Principles of Accounting I.....	3
B/E 210 Principles of Accounting II	3

B/E 231 Microeconomics	3
B/E 232 Macroeconomics	3
B/E 304 Principles of Finance	3
B/E 312 Principles of Marketing	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 442 Senior Policy and Strategy Seminar	3
CIS 111 Introduction to Computer Usage	3
Math 205 Statistics I, or B/E 364 Quantitative Methods for Business and Economics	3
Approved Electives chosen from B/E 308, 364, 366, 390, 395, 398, 399, 419, 472*, 490, 495, 498, or 499	9
Approved Electives chosen from:	6
Anth 209 Introduction to Cultural & Social Anthropology (3)	
AS 101 Introduction to Asia (3), or AS 102 Introduction to Asia (3)	
Geo 201 World Geography I: Western Hemisphere (3), or Geo 202 World Geography II: Eastern Hemisphere (3)	
His 251 The Modern Middle East (3)	
His 351 The Modern Middle East (3)	
Pol 211 Introduction to International Politics (3)	
Pol 309 Politics of Non-Western Areas (3)	
¹ Approved Foreign Language and Culture Study Electives	6
² Approved International Experience chosen from:	credit varies
a) One academic year abroad at a university such as St. Andrews University in Scotland, Kansai Gaidai in Japan, or Han Nam University in Korea	
b) One Fall or Spring Semester abroad, either at a university or in a study-abroad program such as Beijing, Cuenca, or Brunnenburg	
³ B/E 499 Guided Independent Study in International Business (3), AND	
c) An internship in the United States with an agency or business that allows students to gain experience in the international aspect of the agency or business, such as the internship program at the Washington Center (see “Internships” in the Academic Programs section of this catalog)	

**B/E 419 (International Marketing) or B/E 472 (International Business Management) must be one of the three courses chosen.*

¹Students are expected to complete St. Andrews, Language and Culture breadth requirement in addition to this major requirement. Students may substitute appropriate courses in a foreign language during a study-abroad program, subject to approval by the International Business Committee. If students are native speakers of languages other than English, and if they, through this, fulfill St. Andrews, Language and Culture breadth requirement, then no additional courses in foreign language are required.

²Students do not have to engage in the study of international business during this experience. If students cannot (for acceptable reasons) pursue

one of these options, they may petition the International Business Committee to accept an alternative option

³The research project may be combined with these international experiences upon the approval of the International Business Committee.

Liberal Arts

Coordinator: James F. Stephens

Major:

Major in Liberal Arts, B.A.

Mission

The purpose of the liberal arts major is to permit students to profit from the study of the full breadth of a liberal arts curriculum, as an end in itself as well as to complement and provide a context for the study of a particular discipline. The major draws on courses in the fine arts, humanities, and the social and behavioral sciences. It allows students to explore and appreciate the ways in which diverse disciplines, schools of thought, modes of inquiry, and cultures fit into the rich fabric of human nature and self-expression. Intellectual, cultural, social, political, artistic, literary, and religious interactions and influences within a given era and from age to age are studied. Depth of knowledge and understanding is gained through progressively advanced study in several disciplines, rather than in a single discipline.

Program of Study

The major in liberal arts is a contract major, constructed by students in consultation with their advisors, and subject to the approval of their respective coordinators.

Requirements for All Liberal Arts Majors

The program of study must consist of a minimum of 45 and a maximum of 56 credits. A minimum of 21 of the total credits for the major must be earned at St. Andrews College.

Approved Electives at the 100-200 levels 21

Approved Electives at the 300-400 levels 24

Major in Liberal Arts, 45-56 credits: B.A.

In consultation with the Coordinator, students select a theme and at least two academic advisors from two different disciplines. One of the academic advisors will serve as the "advisor of record." The contract may include X99 Guided Independent Studies courses, and X95 Internships. Internships are strongly suggested.

The major in liberal arts at St. Andrews may not be combined with any other major or minor.

Required Courses

Approved Electives from One Academic Discipline 12
Approved Electives from a Second Academic Discipline 12
*Approved Electives from a Third Academic Discipline 6
Approved Electives 15-26

**These credits must be supportive of the theme of the major.*







Humanities & Fine Arts

Chairperson: Mary Louise Bringle

Departments & Programs

Art
Communications and Performing Arts
Creative Writing
English / Literature
Foreign Languages
Music
Philosophy
Religious Studies

Majors

The Division of Humanities and Fine Arts offers five majors as listed below. In addition, students interested in communications, music, and/or theatre may want to consider the interdisciplinary majors section of the catalog.

Visual Arts (B.A.)
Creative Writing (B.F.A.)
English (B.A.)
Philosophy (B.A.)
Religious Studies (B.A.)

Minors

The minors listed below are offered by the departments and programs of the Division of Humanities and Fine Arts.

Visual Arts
English
French
Modern Languages
Music
Philosophy
Religious Studies
Spanish

Chairperson: Stephanie McDavid

Major and Minor:

Major in the Visual Arts, B.A.

Minor in the Visual Arts

Mission

The mission of the Department of Art is to develop in all of our students an informed appreciation of our rich international visual heritage, to develop pre-professional levels of skill and performance in our majors, and to offer a flexible program including opportunities for interdisciplinary study, international programs, and internships. The Department is in support of the College's commitment to effective verbal literacy and offers a calendar of gallery exhibits to promote visual literacy in the College and community.

Goals

At the time of their graduation:

1. All of our students will have developed an informed and articulate appreciation for our rich and international visual heritage.
2. Our majors will have developed a degree of skill and professionalism adequate for successful performance in graduate or professional school and/or in an art or art-related career.
3. Our majors will have been given the opportunity for experiential learning beyond the classroom, through internships, travel and service activities. Graduating seniors will present a senior exhibition of work, submit a slide portfolio and résumé, and present a final exit interview regarding content.

Non-majors are encouraged to take any of the course offerings in art. Students who have an interest in a particular art medium or area of art history not appropriate in a regular course may apply for guided independent study or advanced studies in art. Students interested in medical illustration, art restoration, art criticism, or museum curatorship, etc. may contract for a liberal arts major. Our students are invited to combine the visual arts with other disciplines to form thematic majors such as Communication/Visual Arts and Arts Management.

Major in the Visual Arts, 53 credits

The Department of Art offers a balanced program in basic studio art courses and art history for the visual arts major interested in art as a vocation, for teaching or for further study in graduate school.

Course Requirements for the Major:

Art 223 Drawing I	4
Art 146 2-D Design	4
Art 246 3-D Design	4
Art 268 Art History I	2
Art 269 Art History II	2

Art 361 Seminar in Modern Art	2
Art 456 Senior Portfolio	2
Art 457 Senior Show	2
Choose 2 approved applied art courses:.....	8
Art 212 Painting I (4)	
Art 225 Sculpture I (4)	
Art 272 Computer Graphics I (4)	

The remainder of the major contract is negotiated individually and generally focused on upper and advanced levels of studio work. Students are actively encouraged to complete an internship during the junior or senior year. Students who pursue contract majors in the visual arts focus on a particular area of emphasis in studio or art history.

A sample contract of a recent graduate:

Art 223 Drawing I	4
Art 146 2-D Design	4
Art 246 3-D Design	4
Art 212 Painting I	4
Art 225 Sculpture I	4
Art 325 Sculpture II	4
Art 268 Art History I	2
Art 269 Art History II	2
Art 272 Computer Graphics I	4
Art 361 Seminar in Modern Art	2
Art 372 Computer Graphics II.....	4
Art 381 Advanced Studio	4
Art 481 Advanced Studio	4
Art 495 Internship	3
Art 456 Senior Portfolio	2
Art 457 Senior Show	2

Minor in the Visual Arts, 26 credits

A minor in art consists of eight courses, three of which are 300-400 level courses. It is required that Art 146, 246, 268, 269, and 361 be included in the minor as well as three upper level courses in a chosen area of emphasis in Studio or Art History.

Department of Creative Writing

Chairperson: Ron Bayes

Major and Minor:

Major in Creative Writing (B.F.A.)

Minor in Creative Writing

Mission

The mission of the program leading to a Bachelor of Fine Arts Degree in Creative Writing is to prepare students to enjoy the art and craft of imaginative writing as a fulfilling, lifelong vocation or avocation through providing a rich

exposure to the genres of prose fiction, poetry, and drama. Each student will have practice in writing in at least two of the genres in depth. That practice will enable students to harness their own experiences, real and vicarious, and aim to help them find a unique literary voice. Some students with the major may go on to graduate study in Creative Writing and/or Literature, while others may enter the marketplace in business, industry, or journalism, where their skills in writing and language will be especially beneficial; others may become free-lance writers full time. Whatever the vocational choice, it is hoped that all graduates will simultaneously carry on with their personal publishing ambitions. Non-majors taking the courses may expect to have their horizons broadened in the genres and to reap the benefits of intense, affirmative critiquing of their writing.

Goals

1. Students will become aware of major literary forms and traditions.
 - a. Students will be able to identify and practice traditional creative forms of verse, fiction and drama, as well as creative non-fiction.
 - b. Students will be able to identify major schools of contemporary and/or experimental writing and will have the opportunity to experiment in writing in these veins (e.g.: modern Noh drama, free verse, experimental fiction). Through attendance at required symposia, they will hear and communicate one-on-one with about six visiting professional writers per term.
2. Students will be active participants in "The Republic of Letters"
 - a. Students will give positive critiques to each other's ideas and manuscripts.
 - b. Students will present their own work in a public forum.
 - c. Students will become familiar with the broad scope of outlets publication.
3. Students will have the opportunity to hone specific marketable skills as well as general creative skills through the opportunity to study and practice:
 - a. creative non-fiction
 - b. commercial, as well as dramatic script writing

Major in Creative Writing

Majors will be required to take the courses listed below to insure a certain commonality of essential understanding. These will be enhanced by a rich selection of electives from areas across the curriculum course requirements:

CW 221 Creative Writing	3
Eng 252 Modern Poetry	3
Eng 301 Shakespeare	3
One approved 3-credit course in the Novel	3
Two of the following literature surveys:	6
Eng 209 Survey of American Literature (3)	
Eng 210 Classics of Western Literature (3)	
Eng 211 Masterpieces of English Literature (3)	

Two of the following:	6
CW 331 Script Writing (3)	
CW 230/330 Creative Non-Fiction (3)	
CW 413 Writing of Verse (<i>prerequisite: CW 221</i>) (3)	
CW 414 Writing Fiction (<i>prerequisite: CW 221 or equivalent</i>) (3)	
At least one internship or teaching practicum.	
Two of the four Creative Symposia:	6
CW 2/349a Creative Symposium I: Experimental Poetry (3)	
CW 2/349b Creative Symposium II: Short Fiction (3)	
CW 2/349c Creative Symposium III: Traditional Verse Form (3)	
CW 2/349d Creative Symposium IV: Experimental Drama (3)	

And finally, the following senior course:

CW 479 Thesis and Presentation *	3
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**The advisor and two faculty members or one faculty member and a professional writer of the student's choice will compose the examining committee for the student's creative thesis and a public reading/defense at term's end. The thesis may be on or about twenty pages of verse, or on or about forty pages of short fiction, or two or three chapters of a novel (accompanied by plot outline for the whole). Theses and evaluative letters from the examining committee will be kept on file.*

A Sample Contract for the BFA in Creative Writing could include:

CW 221 Creative Writing	3
Eng 252 Modern Poetry	3
Eng 209 Survey of American Literature	3
Eng 211 Masterpieces of English Literature	3
Eng 301 Shakespeare	3
Eng 325 Medieval Literature	3
Eng 339 Japanese Fiction and Film	3
Eng 315 Religion in Stories, Plays and Films	3
Eng 335 Modern Novel	3
Eng 376 Anglo-Irish Literature	3
CW 349a Creative Symposium II	3
CW 349d Creative Symposium IV	3
CW 395 Internship	3
CW 413 Writing of Verse	3
CW 414 Writing of Fiction	3
CW 479 Thesis and Presentation	4

Minor in Creative Writing

To satisfy a minor in Creative Writing, the student is required to take CW 221, ENG 252 and a minimum of one lower division course and three upper division courses from the major requirements listed above under the CW rubric.

Department of English

Chairperson: Edna Ann Loftus

Major and Minor:

Major in English, (B.A.)

Minor in English with a Specialized Program of Study in Literature

Minor in English with a Specialized Program of Study in Writing

Mission

The Department of English at St. Andrews supports and advances the purpose of the College by:

1. teaching the skills of written and oral communication, critical thinking and analysis, and research necessary for students to lead productive professional lives.
2. providing critical exploration of the discipline of literature and literary criticism.
3. supporting experiential learning through the Brunnenburg Program, internships, and service activities

The mission of the Department of English at St. Andrews is to provide a course of study in English and American literature which emphasizes the major authors, movements, and literary genres from the Medieval to the Modern periods. Upon completion of the curriculum, students majoring in English are expected to be prepared for a wide spectrum of professional opportunities, both in careers and in graduate and professional schools. For the major and the general student alike, courses are designed to cultivate an understanding of literature as an expression of human values and experience, to foster an appreciation of the English language as a vehicle for imaginative, informative, persuasive, and emotive expression, and to develop skills of expository writing, critical thinking and reading. The Department's curriculum offers majors knowledge in the areas of English and American literature while enabling them, through electives and special courses, to place that knowledge in an international, intercultural, and interdisciplinary context. The Department provides independent study opportunities, internships, and advising to assist students in the pursuit of career goals and plans for graduate study.

Goals

At the time of graduation, the English major is expected to:

1. Be acquainted with the diversity and scope of the Western literary heritage which shapes, reflects, and records human experience and values.
2. Be able to write essays on literary topics which demonstrate mastery of clear expository prose, skill in library research, and the ability to analyze a literary text in critical, imaginative, and historical contexts.
3. Have developed a personal reading list of literary and critical works which the graduate intends to read for individual enrichment and/or advanced study.

Honors in English

A major may receive "honors in English" upon meeting the following criteria:

- a. achieving a cumulative grade point average of 3.0 or better in all courses and a 3.3 or better in courses in English.
- b. completing Eng 497 (academic honors) with a grade point average of 3.3 or better.
- c. completing and successfully defending a thesis or project in a comprehensive oral examination before an examining committee composed of at least one member of the English program, one St. Andrews faculty member outside the program, and one additional outside examiner.

Major in English

Courses of study within the English major are designed to meet the needs of the individual student. English majors will contract with the English faculty the courses to be taken in their degree program. Students will be invited to contract English majors of the following kinds, or to propose alternatives that more adequately meet their needs: the major in English and American literature; English for careers in the church; English for pre-law; English for business careers; English for civil service careers.

Contracts will be developed that are mutually agreeable to the English faculty and the student and that include serious studies in English while drawing upon other resources of the college that point toward particular vocations.

Requirements for the Major in English:

A minimum of 30 credits and the Senior Review are required for the major in English.

Required Courses:

Eng 209 Survey of American Literature	3
Eng 211 Masterpieces of English Literature	3
Eng 453 Senior Portfolio and Review	1

Additional Requirements:

- 1 one additional 200-level course in English..... 3
- 2 two upper level courses in the Medieval/Renaissance period (Shakespeare, Milton, Medieval Literature, Renaissance Literature, Saints and Heroes of the Middle Ages) 6
- 3 one of the following: 3
 - a. Eng 308 Victorian Literature (3)
 - b. Eng 317 Romantic Literature (3)
- 4 two upper level American literature courses 6
- 5 two additional upper level courses; one of which could be a Creative Writing course (CW 413 or CW 414) if prerequisites are met. 6

A sample contract for a Major in English:

Eng 209 Survey of American Literature	3
Eng 210 Classics of Western Literature	3

Eng 211 Masterpieces of English Literature	3
Eng 278 Introduction to Literary Theory	3
Eng 301 Shakespeare	3
Eng 311 American Renaissance	3
Eng 377 Whitman/Dickinson	3
Eng 359 Renaissance Literature	3
Eng 317 Literature of the Romantic Period	3
Eng 376 Anglo-Irish Literature	3
CW 413 The Writing of Verse	3
Eng 453 Senior Portfolio and Review	1

Minor in English

Minor with a literature emphasis

Minor with a writing emphasis.

For *literature minors*, six courses are required, half at the lower level and half at the upper level. Only one writing course (e.g. Creative Writing) may be counted in the six courses for this minor.

For the *writing minor*, a minimum of six courses must be taken. These must include: one or more chosen from Eng 209, 210, 211, or 252; CW 221 and two courses in creative writing at the 300 or 400 level; and Eng 301.

Department of Foreign Languages

Minors

Minor in French or Spanish

Minor in Modern Languages

Goals for a Minor in Foreign Language

The Department of Foreign Languages aims to develop in all students basic oral/aural skills in a language that is not native to them, as well as understanding and appreciation of a culture that is different from their own.

1. Students will acquire usable skills in speaking, listening comprehension, reading and writing in the target language.
2. Students will acquire a basic knowledge of the cultural context of the target language.
3. Students will read and study representative selections of the literature of the target language, and acquire a knowledge of its major characteristics.

Minor in Foreign Language

A minor in French or Spanish consists of six courses above the 100 level in that language area, at least half above the 200 level. There is no minor in another language. The minor must include the following:

- a. One conversation course
- b. One composition course
- c. One civilization/culture course
- d. One literature course

Sample Minor in Spanish:

Spanish 251, 252, 253, 331, 352, 353

A minor in Modern Languages consists of eight courses in two different languages:

- a. Four courses above the 200 level in one language area
- b. Four courses in the second language area

Sample Minor in Modern Languages (ie: French/Spanish):

French 331, 352, 353, 451

Spanish 151, 152, 251, 253

Courses in Chinese

When available, courses in Chinese are offered at St. Andrews as well as in Beijing as part of the China program. All courses are for three hours of academic credit. All students in the overseas China Program are given a placement test upon arrival in Beijing to help determine appropriate level of study.

Courses in Greek

Students interested in studying New Testament Greek may make arrangements for independent study or tutorials with faculty in the Department of Religious Studies, if an instructor is available.

Department of Music

Chairperson: David Lee Fish

Minors

Minor in Music

Mission

The department of Music has two primary missions. The first is to offer core courses for singer/songwriters leading to a contracted interdisciplinary Bachelor of Arts degree with a Liberal Arts major - singer/songwriter emphasis. The musical component of this distinctive curriculum aims to nurture the creative/expressive potential of its students while providing them with a strong theoretical foundation. It also helps them gain greater proficiency as instrumentalists and singers through private lessons. Those enrolled in the program enjoy regular opportunities to perform their works and to learn directly from professional singer/songwriters who visit the college under the auspices of the Morgan Enrichment Fund and the McCoy Concert Series. The program is supported by the college's Electronic Fine Arts Center, where students can record their creations with state-of-the-art digital equipment.

The singer/songwriter program places particular emphasis upon down-to-earth vocational preparation. Qualifying students complete internships during their junior year, and their songs are regularly submitted to industry professionals for critiquing. In recognition of the extra-musical skills necessary for musical success, students in the program take courses in such cognate disciplines as business, communications, and creative writing (see requirements for the Liberal Arts Major elsewhere in this catalog and the sample contract below). Such cognate study places the student in a strong position to complete a second major at the college.

Goals

Upon successful completion of the curriculum, graduates will be prepared to pursue a career in their chosen field. As important, they will have gained the habits of lifelong learning and growth as musicians and a greater capacity for expression and renewal through their art. Students may choose to either major or minor in the singer/songwriter program.

The department's other primary goal is to enrich the musical life of the entire St. Andrews community. It does so through a number of means. First, it broadens the artistic and cultural perspectives of all students through a number of regularly offered survey courses. The department's private lessons provide opportunities for experiential learning in the arts, and its two ethnic ensembles, the Scottish Pipe Band and the Japanese Festival Ensemble, give musical voice to the college's strong international program. Finally, the music department hosts a concert series each school year that brings to campus a wide range of musicians.

Major in Liberal Arts - with Singer/Songwriter Emphasis

Sample Contract Major:

- a. Music Component 22
 - MUS 210 Contemporary Music Theory I (3)
 - MUS 310 Contemporary Music Theory II (3)
 - MUS 349 Songwriting I (3)
 - MUS 345 Music in American Popular Culture (3)
 - MUS 312 Music Business (3)
 - MUS 3xx Internship (musical focus) (3)
- plus two of the following:
 - MUS 348 Blues Appreciation (3)
 - MUS 251/351 Rock Formations (3)
 - MUS 363 Musics of the World (3)
 - MUS 374 Musics of the Celtic World (3)
- b. Business Component 12
 - B/E 209 Principles of Accounting (3)
 - B/E 231 Microeconomics (3)
 - B/E 312 Principles of Marketing (3)
 - B/E 333 Advertising and Promotional Strategy (3)
 - B/E 374 Entrepreneurship (3)
- c. Communications Component 12
 - COM 230 Mass Communications (3)
- plus one of the following:
 - COM 339 Public Relations (3)
 - COM 340 Video Production (3)
 - COM 331 Mass Culture in the Modern United States (3)
- d. Other approved electives 5 - 16

Minor in Music

Students wishing to minor in music must take a minimum of six courses, at least three of which must be at the 300-400 level. Required courses are MUS 210 and two additional music survey courses taken at the 300 level. In addition, stu-

dents minoring in music are required to participate in ensembles and applied lessons for at least two years.

Department of Philosophy

Chairperson: Richard C. Prust

Major and Minor:

Major in Philosophy, B.A.

Minor in Philosophy

Mission

The mission of the Department of Philosophy at St. Andrews College is to provide a broad course of study tailored to the needs and interests of the several student constituencies we serve. For students taking philosophy for breadth and personal exploration, the intent is to help them sample philosophy as a liberal discipline and as the beginning of lifelong critical thinking. For students taking philosophy as a component in a liberal arts major or program (such as pre-law, Communications, Asian Studies, etc.), we seek to cultivate abilities to think through the pre-professional issues in their field of study using the skills of critical thinking which philosophers use. For these two student constituencies, our mission reflects that of the College “to graduate informed, articulate individuals, with a comprehension of the complex nature of... problems.”

For our majors, we foster a broad familiarity with the history of philosophy and with its perennial problems. Here we engage the College’s mission to develop an “understanding [of] the heritage of Western civilization and its place in the contemporary world.” By developing skills of logical and analytic reasoning, philosophy majors will sharpen their abilities to take and defend reasoned stances on important issues, either preparatory to attending graduate school in philosophy or to pursuing a career in a field that demands such skills.

Goals

Our mission is realized through pursuing goals designed for each of three kinds of students we serve:

- a. For students taking philosophy as a breadth requirement and for exploration, our goal in the courses that count for breadth credit is to frame issues which will engage the genuine interests of students and demonstrate the clarification which critical thinking can bring to those issues.
- b. For students taking philosophy as a component of a thematic major or program, our goal is to cultivate the ability to think through pre-professional issues using the tools of philosophical inquiry, particularly the critical thinking skills most useful in confronting issues students might face later in their professional lives.
- c. For our majors, our goals are to foster a broad familiarity with the history of philosophy and its perennial problems and to develop the skills of logical and analytical reasoning which are indispensable in the current practices of philosophy.

Major in Philosophy

Requirements of the standard major include 37 credit hours in philosophy, among them Philosophy 204 and 205. At least 19 of these must be at the 300-400 level. Under normal circumstances, all standard philosophy majors should take Philosophy 303 and Philosophy 304. In addition, each major must take Philosophy 324 at least once.

Contract Major

In addition to the standard major, the philosophy program offers students options of designing and contracting a major which has an emphasis in some areas of study the student wishes to relate to philosophy (e.g. pre-law, pre-seminary, etc). The terms of these contracts are negotiated by the applicant and the program faculty; the only general requirements are that:

1. they include a minimum of 25 credit hours in philosophy, at least thirteen of which are at the 300-400 level,
2. all contract majors take Phil 204 and 205, and Phil 324
3. the contract includes 37 credit hours, at least 19 of which are at the 300-400 level.

Collateral Courses

Some students may find that the interests of their contract major are advanced by pursuing courses offered in departments outside of philosophy: for example, RS 246/346 (Religions of China) or POL 362 (Constitutional Law). Such courses may be added to a student's major contract, in consultation with the academic advisor.

Minor in Philosophy

Requirements for a minor are 18 credit hours in philosophy including PHIL 204, at least nine of which are at the 300-400 level.

Honors in Philosophy

A major may receive the designation of "Honors in Philosophy" upon meeting the following criteria:

- a. Achieving a cumulative grade average of 3.0 or better in all course work and of 3.3 or better in courses in the major.
- b. Completing two three-credit guided independent studies with members of the program faculty.
- c. Under normal circumstances, taking Phil 324 in both the junior and senior years.
- d. Presenting an honors thesis or project in a comprehensive oral examination before an examining committee comprising at least one faculty member in the philosophy program, one faculty member outside the philosophy program and one additional outside examiner.

Department of Religious Studies

Chairperson: Carl Walters

Major and Minor:

Major in Religious Studies, B.A.

Specialized Program in Church Services

Minor in Religious Studies

Mission

By exposing students to the breadth of disciplines and methodologies that constitute the field of religious studies (e.g. biblical studies, historical studies, phenomenological analysis, ethical and theological inquiry), the Department seeks to develop a broad understanding of the historical and contemporary impact of religion as a phenomenon of human cultures. Some students who major in religious studies will focus their work in the Christian tradition and attend a seminary or school of religious education after graduation in preparation for a career in ministry. Others will use their study of religion as a vehicle for acquiring a deepened understanding of the questions of meaning and value raised in human experience (in literature, psychology, philosophy, the arts, etc.) and will pursue vocations or avocations in a variety of other humane endeavors (counseling, social service, teaching, writing, etc.).

Goals

The Department has two principal goals, with subsidiary objectives, for its majors:

1. Students will acquire awareness and critical understanding of the formative religious traditions of human beings and a variety of cultures.
 - a. Students will be able to articulate clearly and critique thoughtfully the belief systems of several major world religions (e.g. Christianity, Judaism, Buddhism).
 - b. Students will be able to interpret intelligently passages from sacred texts such as the Hebrew Bible, the Christian New Testament, the Qur'an, the Tao te Ching, the Bhagavad Gita.
 - c. Students will understand in broad scope the development of Christian doctrine within various periods of western civilization.
2. Students will become appreciatively critical of their own religious traditions and will engage in a process of formulating their own mature questions and beliefs.
 - a. Students will use the vocabulary and concepts of the discipline of religious studies to communicate clearly and effectively.
 - b. Students will be able to reference predecessor thinkers and traditions and show points of agreement and disagreement between their own ideas and those of others
 - c. Students will be able to articulate their own perspectives on fundamental religious questions, acknowledging both strengths and weaknesses of their positions.

Requirements for the Major in Religious Studies

Requirements for the regular religious studies major include a Senior Portfolio (for one hour of academic credit), as well as a minimum of 30 additional credits. Courses in the following five areas are required:

- a. RS 100 - Quest for Religious Meaning (in certain circumstances, this may be waived by permission of the department) (3 credits)
- b. One course in biblical studies
- c. One course in Christian thought
- d. One course in a tradition other than Christianity
- e. One course in religion and culture

** Additional credits come from electives. At least half of the credits earned must be at the 300-400 level.

Contract Major in Religious Studies

In addition to the regular major, the religious studies department offers students options for designing and contracting a major which has an emphasis in some area (or areas) of study the student wishes to relate to religion (e.g. philosophy, psychology, politics, history, literature, art, etc.). Specific courses which define the "terms" of these contracts are determined by the student in consultation with a member of the religious studies faculty and with approval of the chairperson of the department. The only *general requirements* are that:

- 1) they include a minimum of 18 credits in religious studies, at least nine of which are at the 300-400 level
- 2) the contract includes 30 credits, at least fifteen of which are at the 300-400 level
- 3) the student submit with the contract a one-page (minimum) statement of rationale in which s/he articulates the reasons for including each specified course within a single, comprehensive, contracted major.

Sample Contract Major in Religious Studies with an *Emphasis in English Literature*:

Courses in Religious Studies:

RS 100 Quest for Religious Meaning	3
RS 209 The Bible Today	3
RS 218 The Christian Story	3
RS 322 Religion in Stories, Plays and Films	2
RS 219 Spiritual Journey	2
RS 421 Tillich and His Heirs	2
RS 348 Hebrew Psalms and Wisdom Literature	2
RS 490 Special Study: Religious Themes in the	

Plays of Shakespeare (or some modern playwright)

Supporting Courses in the Area of Emphasis:

Eng 210 Classics of the Western Literary Tradition	3
Eng 211 Masterpieces of English Literature	3
Eng 301 Shakespeare	3
Eng 308 Victorian Literature	3

Eng 317 Literature of the Romantic Period	3
Eng 401 Milton	3

Minor in Religious Studies

Requirements for a minor are 18 credits in religious studies, at least nine of which are at the 300-400 level.

Honors in Religious Studies

A major may receive the designation of "Honors in Religious Studies" upon meeting the following criteria:

1. Achieving a cumulative GPA of 3.0 or better on all course work and of 3.3 or better in courses in the major.
2. Completing one three-credit guided independent study at the level of 497 (normally during the fall term of the senior year) and a second guided independent study during the spring term of the senior year in conjunction with a weekly seminar of other candidates for honors in religious studies. Credit for these independent studies will vary according to the project proposal.
3. Presenting an honors thesis or project on a topic acceptable to the departmental faculty.
4. Defending the honors thesis or project in a comprehensive oral examination before an examining committee comprising at least one faculty member in the department of religious studies, one faculty member outside the department, and one additional outside examiner.

Major in Religious Studies with a Specialized Program in Church Services

Mission

In addition to the mission of all religious studies (both regular and contract), the Religious Studies Church Services major has as its mission the following:

Through a specialized program of study and practical experience, to prepare students within the Christian tradition to go, immediately upon graduation, into a variety of local church service occupations. Some examples: Assistant or Associate in Youth Ministry, Director of Church Recreational Activities, Coordinator of Church Sponsored Sports Programs, Church Business Manager, Assistant or Associate in Christian Education, Assistant or Associate in Pastoral Counseling.

The Program builds on a solid foundation of religious studies comprised of courses in the classical disciplines of biblical exegesis, historical and contemporary theology, and the dialogue between religion and culture, and includes fundamental knowledge of the stages of human psychological development, and basic skills in administrative management. Each student's program of study will be individually designed, in close consultation with her or his advisor in the departments, to prepare the student to fulfill her or his personal vocational goal of service in a local church congregation.

Goals

The Department has the following specific goals for its majors in the area of Church Services:

1. Students will be able to express, in both conceptual and applicable terms, the major themes of biblical faith and their significance for the ministry of the church in the twenty-first century.
2. Students will be able to articulate clearly and critique thoughtfully the essentials of historical Christian belief and teaching, with particular preference to their chosen areas of church service.
3. Students will be able to reference predecessor thinkers within the Christian tradition and show points of agreement and disagreement between their own ideas and those of others.
4. Students will be able to use the vocabulary and concepts of the disciplines of religious studies and related disciplines to communicate their knowledge clearly and effectively within the contexts of their chosen areas of church service.
5. Students will be able to practice effectively, in a local church setting, the knowledge and skills they have acquired in courses and internships.

Requirements

The requirements for the major in Religious Studies (RS) with a Specialized Program of Study in Church Services are as follows:

- | | | |
|----|---|-----|
| a. | RS 100 - Quest for Religious Meaning | 3 |
| b. | Two courses in biblical studies | 4-6 |
| c. | Two courses in historical studies | 4-6 |
| d. | Two courses in theological studies | 4-6 |
| e. | Two courses in cultural studies | 4-6 |
| f. | RS 231 - Introduction to Christian Education | 2 |
| g. | PSY 101 - Introduction to Psychology | 3 |
| h. | PSY 203 - Developmental Psychology | 3 |
| i. | One course in business: BUS/ECON 123 - Leading the Enterprise | 3 |
| | OR - BUS/ECON 325 - Principles of Management | 3 |
| j. | RS 395 - Internship | 3-4 |
| k. | RS 453 - Senior Portfolio | 1 |

In addition to the above, each student will successfully complete six (6) to ten (10) credits in his or her chosen area of church service concentration. 6-10

Sample Major in Religious Studies with a Specialized Program of Study in Church Services (Youth Ministry):

Courses in Religious Studies:

RS 100	Quest for Religious Meaning	3
RS 341	Hebrew Prophets	2
RS 343	The Life and Letters of the Apostle Paul	2
RS 327	Reformation Theology	2
RS 328	Schleiermacher and Protestant Liberalism	2
RS 421	Tillich and His Heirs	2
RS 325	Women and Religion	2

RS 2/323 Religion and Psychology: Freud, Jung
 & Transactional Analysis 2

or

RS 2/347 Religion and Psychology: Humanist, Behaviorist,
 & Developmental Psychologies 2

RS 2/322 Religion in Stories, Plays and Films 2

RS 221 Introduction to Christian Education 2

RS 330 Ministry with Youth 2

RS 219 Spiritual Journey 2

RS 220 Ethical Topics 2

RS 395 Internship 3-4

Supporting Courses in the Area of Emphasis:

PSY 101 Introduction to Psychology (3)

PSY 203 Developmental Psychology (3)

PSY 314 Counseling Psychology (3)

B/E 123 Leading the Enterprise (3)

RS 453 Senior Portfolio (1)

Six (6) to ten (10) elective credits in consultation with the student's advisor.

(e.g., RS 218 The Christian Story; RS 250/350 Pastoral Care; EDU 246 Education, Culture and Society; EDU 241 Educational Psychology; COM 340 Video Production; ESS 16 Skill Analysis: Team Sports; ESS 228 Principals of Officiating).

Special Opportunities

Seminars off-campus and abroad may also carry academic credit (in such places as New York City; New Orleans; Honolulu; Geneva, Switzerland; and St. Andrews in Scotland).

Students wishing to study New Testament Greek may arrange to do so as a tutorial, special studies, or guided independent study, if an instructor is available.







Mathematical, Natural & Health Sciences

Chairperson: Barbara Frank

Departments

Biology
Chemistry
Mathematical Sciences

Majors

Biology (B.S. or B.A.)
Chemistry (B.S. or B.A.)
 Chemistry with a Specialized Program of Study in Biochemistry (B.S.)
Mathematics (B.S. or B.A.)
 Mathematics with a Specialized Program of Study in Computer and
 Information Science (B.S.)
 Mathematics with a Specialized Program of Study in
 Pre-Engineering (B.S.)

Minors

Biology
Chemistry
Computer and Information Science
Environmental Science
Mathematics

Collateral Majors Offered by Other Divisions/Departments

Students interested in Environmental Science, Exercise Science, or Therapeutic Riding Majors should consult the Interdisciplinary Majors section for descriptions.

Medical School & Health Careers Advising

The MNHS Division provides pre-professional advising to students desiring to enter professional schools in various health fields while benefiting from a small college, values-oriented, liberal arts and sciences education. These advising services are available to students who wish to prepare for admission to professional schools in the areas of medicine, dentistry, veterinary, or one of the allied health professions (hospital administration, medical technology, cytotechnology, optometry, occupational therapy, physical therapy, respiratory therapy, pharmacy, or physicians' assistant). Students interested in these professions may obtain guidance regarding admissions requirements, preparation for admissions tests (MCAT, DAT, VCAT, OAT, PCAT, etc) and applications for admission to appropriate professional schools. Students will also be assisted in the planning and completion of a clinical internship in the chosen area. This internship offers the student an opportunity to

examine the profession, testing their personal skills and values against the daily demands of the profession.

The advising services are available to all St. Andrews students regardless of academic major. Generally there are no required majors for admission to professional schools in the health sciences. While the student must complete the specific courses required for admission to a particular school, an academic major is a matter of personal choice and should reflect academic interests and alternate career goals. Premedical, pre-dental and pre-veterinary are not majors but are career goals; therefore, students in these areas should expect to choose a major from one of the College's disciplinary offerings. Students interested in Allied Health professions should consider majoring in Biology (B.A. or B.S.) or in Exercise Science (B.S.).

Graduate School Advising

The departments of the MNHS Division provide advising for those students wishing to prepare for Master's or Doctoral level programs in the respective disciplines. The departmental faculties will provide guidance regarding admissions requirements, GRE preparation, and assistance with application to appropriate graduate schools. Students interested in pursuing graduate education are strongly encouraged to engage in undergraduate research through either Guided Independent Studies, Summer Research, or Honors Research.

Dual Degree Program in Engineering

Students who follow the Specialized Program of Study in Pre-Engineering under the Mathematical Sciences major can complete all requirements for a bachelor's degree from St. Andrews and a bachelor's degree in a field of engineering from North Carolina State University at the end of five years, the first three of which are spent at St. Andrews. Since the sequence of courses to be taken during those three years follows a relatively tight schedule, entering students interested in this possibility should consult with the dual-degree advisor before registering. Transfer students interested in the program should also contact this advisor as soon as possible. Students who successfully complete both phases of the dual-degree program receive a BS degree in Mathematics from St. Andrews and a BS degree in a field of engineering from N. C. State University. Please refer to the Department of Mathematical Sciences section of this catalog for more specific details on the Dual Degree Program in Engineering.

Minor in Environmental Science

A Minor in Environmental Science may be obtained by satisfactorily completing the following courses: CIS 121, Math 205, EST 325 plus either Chem 201, 201L, 206, 206L, 311, 311L, 312, 312L or Bio 211, 212, 307, 327. In addition, an approved 3 credit Internship (395, 495) or Research Experience (399, 499) must be completed. (Advising for the Environmental Science Minor is handled by the Chairperson of the Mathematical, Natural, and Health Sciences Division)

Other Courses

Introductory level courses in physics for science majors and pre-professional students are taught. Physics courses offered are described under the Department of Mathematical Sciences. In addition the Division offers Environmental Studies courses and special studies courses (X90 series) in natural science which are interdisciplinary in content.

Department of Biology

Chairperson: Frank Watson

Major offered: Biology (B.S. and B.A.)

Mission:

Our mission is to graduate majors who possess a breadth of knowledge in all fields of biology. To meet this goal, we teach our majors a core curriculum in biology that covers the diversity of life from microbes to plants and animals. In these central courses, our majors also learn about the levels of biological organization from cells to organisms and populations. Upon graduation, we expect our majors to be prepared to start a career, enter a professional program or pursue a post graduate degree.

Goals:

At the time of graduation, our biology majors are expected to:

1. Demonstrate proficient knowledge across biological diversity and throughout the levels of biological organization.
2. Have the ability to research, write, and present orally a paper on a selected topic in biology.
3. Have applied scientific methodology in increasingly complex ways:
 - a. mastering the use of lab equipment
 - b. generating and analyzing data; and
 - c. designing and implementing experiments.
4. Have been encouraged to apply their knowledge of biology in a experiential context, through volunteer work, occupational experience, internships, and/or original research.
5. Have developed sufficient knowledge to enter professional programs, graduate school, or find employment in the field of biology or the related fields of environmental science and allied health.

Major in Biology

The B.S. degree in Biology allows students (with the properly selected course sequence) to meet admissions requirements for medical school, veterinary school and graduate school in the biological sciences.

The B.A. degree in Biology allows the students to prepare for careers, professional schools and graduate schools which do not require the supporting science requirements of the B.S. degree (e.g., biology teaching, master's and second bachelor's

programs in physical therapy, and master's programs in wildlife management or environmental management). Since the B.A. degree requires fewer total credits it also provides an excellent opportunity for the student interested in interdisciplinary careers (such as biological writing or textbook editing, environmental law, museum exhibitor, and biological supply sales) to pursue a second major or minor (such as English, history, politics, art, or business).

With the option of either B.S. or B.A. tracks, students ranging the spectrum of career goals from medical doctor to secondary school teacher, from molecular biologist to wildlife biologist, from botanist to veterinarian and from physical therapist to plant pathologist are able to select an appropriate course of study that leads either to their chosen career or to the next appropriate level of preparation on the way to that career.

How to Declare a Major in Biology

The requirements for the B.S. and B.A. degrees in biology are presented below. Students who intend to major in Biology should begin the Concepts in Biology (Bio 211/212) sequence in the Fall Semester of the first year, if at all possible. Formal major declaration should occur during the Spring Semester of the first year. Major declaration must be completed in consultation with a member of the Biology faculty who will become the student's academic advisor. During the Spring Semester of the Sophomore year majors will meet with their advisor to draft a plan of study which considers career and professional school goals and outlines course sequence, elective selection, and professional development activities (such as internships, independent research). Copies of this plan will be placed in the student's advisement folder and will be reviewed each semester during registration planning.

Requirements for a B.S. Degree in Biology

Biology Courses:

- Biol 211, 212, and 327 are required (4 credits each) 12
 Five biology electives must be selected as follows: 20
1. One course from the following three: Biol 307, 353, 349 (4 credits)
 2. One from the list below which does not contain the course
 selected above. 4
 A: Biol 307, 335, 343, 349
 B: Biol 345, 353, 355
 3. Three additional courses chosen from courses not already selected
 above and /or from the following list. 12
 Biol 365, 346, 347, 441, 443.

Support Courses:

- Chem 201, 201L, 206, 206L, 311, 311L, 312*, 312L* are required 16
 In addition the student must choose one of the following options 3-4
 OPTION I: Math 221, Phys 201, Phys 202** (4 credits each)
 OPTION II: Math 205, CIS 111, CIS 121*** (3-4 credits each)

* *Students with interests in environmental science or biology education may substitute Chem 315 for Chem 312/312L*

** *Students may substitute Phys 211 and 212 if they have taken the proper prerequisites.*

*** Students who desire more background in programming languages may substitute CIS 233.

Requirements for a B.A. Degree in Biology

Biology Courses: Biol 211, 212, and 327 are required 12

Four biology electives must be selected as follows 16

1. One course from the following three: Biol 307, 353, 349 (4 credits)
2. One from the list below which does not contain the course selected above.
A: Biol 307, 335, 343
B: Biol 349, 345, 353, 355
- 3-4. Two additional courses chosen from courses not already selected above and/or from the following list: (4 credits each)
Biol 365, 346, 347, 441, 443.

Support Courses:

Chem 201, 201L, 206, 206L and Math 205 are required 12

One additional elective from the Math, CIS or Psychology offerings must be selected 3-4

Biology Minor

A minor in biology requires completion of Biol 211 and 212 and four additional biology courses, of which three must be at the 300 level or above.

Honors in Biology

A biology major may receive a B.A. or B.S. degree in biology with the designation "honors in biology" upon application, approval by the biology faculty and certification by the dean of the college and after successful completion of the following:

- A 3.3 GPA in courses required for the major and a 3.0 cumulative GPA (required for certification).
- A minimum of 8 credits and not more than 12 credits of independent study (which involves empirical research) during at least two regular semesters, with a grade point average of 3.3 or better in each independent study (designated as Biol 497 or 499).
- An honors research thesis that presents a clear understanding of the technical and theoretical literature relating to the independent research project, reports the results of the independent research project, and discusses the relevant conclusions (in the context of the body of previously published research relating to the topic).
- Presentation of a seminar (on the honors research) of at least 30- minute duration to all interested members of the college community.
- Defense of the honors thesis in a comprehensive oral examination before all

members of the biology department.

Application for the "honors in biology" designation must be completed and approved by the regular date for advanced registration for the first regular semester of the student's senior year.

Independent Study

Besides the courses described later in this book, the biology faculty offers numerous opportunities for individualized, independent activities for biology majors. These include special studies in biology, teaching practicum in biology, guided independent study, and honors research.

Special studies are courses that are not regularly taught but which are offered when that unique combination of faculty and student interests suggests that an important learning experience may occur. Since these studies are usually offered above the normal faculty teaching load, it is expected that class sizes will be small and students will assume greater responsibility for the preparation and conduct of the course. The biology faculty is prepared to teach a wide variety of special studies such as economic botany, plant taxonomy, chromosomes, evolution, pollination biology, biochemical adaptation, behavioral ecology, and animal nutrition.

The teaching practicum in biology provides those students who are preparing to be secondary school biology teachers to gain experience by performing as a teaching assistant in introductory biology courses. The practicum is also an excellent opportunity for those students who are preparing for graduate and professional school admissions tests such as the GRE, VAT, DAT and MCAT to enhance their preparation for the biology portions of those tests by working in the tutor/mentor role in introductory biology courses.

The guided independent study is an invitation to undergraduate research. The student who is interested in research should go to that member of the biology faculty whose research interests most closely match his/her own and inquire about research possibilities. If the faculty member judges that the student's preparation and motivation are sufficient to sustain an independent study, the student and the faculty member will develop and describe a research project. After approval by the biology faculty and the division council, the project becomes an official guided independent study. Upon completion of the project, the student will have acquired hands-on experience with experimental design, data collection and data analysis and with motivation, perseverance (and a little luck) he/she may also have an opportunity to present research at a state or national meeting or add a publication to her/his résumé. A guided independent study during the junior year is an excellent way to explore the possibility of honors research (described above) and graduation with honors in the major.

With the above opportunities plus regular seminars presented by outside speakers and club activities provided by Tri Beta (the honor society for undergraduate biology students), the St. Andrews biology major has an excellent opportunity to carry her/his education beyond the level of conventional classroom activities to whatever level his/her personal skill and motivation allows.

Department of Chemistry

Chairperson: Norman T. Boggs, III

Major and Minor:

Major in Chemistry, (B.S. or B.A.)

Specialized Program of Study in Biochemistry, (B.S.)

Minor in Chemistry

Mission

The Department of Chemistry, consistent with the mission of the College, offers a rigorous program in both the classroom and the laboratory providing for the curricular needs of four constituencies: Chemistry majors, majors in the Specialized Program of Study in Biochemistry, other science majors and pre-professional students, and non-science majors. The Department program emphasizes hands-on instrumentation experiences and undergraduate research, enabling majors to successfully enter directly into a scientific career or into graduate programs in higher pre-professional learning.

The Department provides support courses for science majors and pre-professional students necessary for the completion of their science programs. In addition, the Department offers enrichment to the education of non-science majors by providing courses designed to develop their science and quantitative skills and literacy. Finally, the Department, consistent with a mission of the College, strives to provide programs that are accessible to the physically challenged.

Goals

1. Chemistry majors and chemistry majors with a specialized program of study in biochemistry, will have a firm foundation in chemical principles as well as a higher level understanding in each of the chemistry subdisciplines: analytical, organic, inorganic, and physical.
2. Majors will have a working knowledge of chemical instrumentation and laboratory techniques and be able to use those skills to design and conduct independent work.
3. Majors will know how to search primary chemical literature, follow and learn from scientific presentations, and give effective oral reports on research topics.
4. Majors will leave with the skills to maintain themselves professionally, including the skills necessary to employ computer information systems, E-mail, and navigating the "information network".
5. Majors will leave directly into employment or higher education or with at least a plan for further career development.
6. Other science majors will have a firm foundation in chemical principles as mandated by their professional career choices.
7. Non-science majors will leave with a substantially enhanced chemical literacy and a facility with simple lab techniques and quantitative skills.

Major in Chemistry

The Chemistry major (leading to either a B.A. or a B.S.) is a catalog major in which certain courses of study are required and others selected by the student with the guidance of a faculty advisor. Successful completion of the major with a GPA of 2.0 or above satisfies the requirements for Bachelor of Arts or Bachelor of Science in Chemistry.

The requirements for a B.A. and a B.S. with a major in Chemistry are defined in a following section. The elective courses will depend on the student's goals. With an appropriate set of electives, the student may focus on specific career objectives such as professional training (e.g. Medicine, Dentistry, Pharmacy, Law, Business), Graduate School (Chemistry, Biochemistry, Pharmacology, Environmental Science) or more immediate employment (Lab Technician, Teacher, Chemical Marketing or Management).

The Chemistry Program emphasizes laboratory training. Laboratories are designed to develop skill and self-reliance in the use of laboratory equipment and analytical instruments.

Major in Chemistry with a Specialized Program of Study in Biochemistry

The major in Chemistry with a specialized Program of Study in Biochemistry (leading to a B.S.) is a catalog major in which certain courses of study are required and others selected by the student with the guidance of a faculty advisor. This specialized program of study in Biochemistry is designed to be interdisciplinary between chemistry and biology where the student receives a solid grounding in fundamentals of both molecular biology and chemistry. Successful completion of the major with a GPA of 2.0 or above satisfies the requirements for Bachelor of Science in Chemistry with a Specialized Program of Study in Biochemistry.

The requirements for a B.S. major in Chemistry with a Specialized Program of Study in Biochemistry are defined in a following section. The elective courses will depend on the student's goals. With an appropriate set of electives, the student may focus on specific career objectives such as professional training (e.g. Medicine, Dentistry, Pharmacy) or careers in the health sciences as well as graduate school (e.g. Biochemistry, Pharmacology, Toxicology, Immunology).

Honors in Chemistry

Majors in chemistry or in chemistry with a specialized program of study in biochemistry working toward a B.S. may receive a degree with the designation "honors in chemistry" or "honors in chemistry/biochemistry" upon application to and approval by the chemistry faculty and after successful completion of the following, which are in addition to the usual major requirements:

To be eligible for honors, a student must:

- Maintain a 3.3 GPA or better in the courses required for the major, and a 3.0 or better in all college courses.
- Complete during the senior year, with a grade point average of 3.3 or better, two semesters (8 credit hours) of research Chem 497 Honors Research in association with a member of the chemistry faculty. A semester spent in

research/seminar such as those offered by the U. S. Department of Energy (SERS), by universities, or by national laboratories, may qualify in part for meeting the requirement. All honors research projects require pre-approval of the chemistry faculty.

- Submit the results of the research as an honors thesis.
- Preside over a seminar on the honors thesis of at least 30 minutes duration to all interested members of the College Community.
- Defend the honors thesis in an oral examination before an honors examination committee consisting of the supervising member of the chemistry faculty and a minimum of two other faculty members. The honors examination committee will be appointed by the Chemistry Department Chairperson in consultation with the student no later than the beginning of the student's final regular *semester*.

Application for the "honors" designation should be completed and approved by the regular date for advanced registration for the fall semester of the student's senior year.

Minor in Chemistry

A student majoring in another discipline may obtain a minor in chemistry by taking a total of six courses including associated laboratories, as described in a following section.

Requirements for a B.S. Major in Chemistry, 58 credits

Core Requirements: 29 credits

Chem 201 Structure and Reactivity (General Chemistry)	3
Chem 201L Structure and Reactivity Laboratory	1
Chem 206 Equilibria (General Chemistry II)	3
Chem 206L Equilibria Laboratory	1
Chem 311 Introductory Organic Chemistry I	3
Chem 311L Introductory Organic Chemistry I Lab	1
Chem 312 Introductory Organic Chemistry II	3
Chem 312L Introductory Organic Chemistry II Lab	1
Chem 315 Analytical Chemistry	4
Chem 371 Spectroscopy and Separation	3
Chem 401 Thermodynamics and Kinetics	3
Chem 401L Physical Chemistry Techniques	1
Chem 455 Senior Seminar	2

Elective Chemistry Courses:

Two additional 300-400 level Chemistry Courses, one with Lab	7
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Support Courses:

Math 221 Calculus I	4
Math 222 Calculus II	4
Phys 211 General Physics I	4
Phys 212 General Physics II	4
CIS 121 Introduction to Programming	3

CIS 221 Let's "C" 3

Premed students or students interested in a more diversified scientific background should take Bio 211 and 212 in place of or in addition to CIS 121 and 221.

B.S. Major in Chemistry with a Specialized Program of Study in Biochemistry, 56 credits

Required Courses:

B.S. Chemistry Major Core Requirements	29
Chem 404 Biochemistry I	3
Chem 404L Selected Topics in Experimental Biochemistry	1
Chem 453 Biochemistry II	3

Support Courses:

Bio 211 Concepts in Biology I	4
Bio 212 Concepts in Biology II	4
Two Biology Electives (or approved substitutions) chosen from Bio 327, 346, 347, 365 or 441	8
Phys 201 College Physics I	4

Premed students should take Phys 202 in addition to the above and should either take Math 221/222 or Math 115 and 205.

B.A. Major in Chemistry, 44 credits

Core Requirements: 21 credits

Chem 201 Structure and Reactivity (General Chemistry I)	3
Chem 201L Structure and Reactivity Laboratory	1
Chem 206 Equilibria (General Chemistry II)	3
Chem 206L Equilibria Laboratory	1
Chem 311 Introductory Organic Chemistry I	3
Chem 311L Introductory Organic Chemistry I Laboratory	1
Chem 312 Introductory Organic Chemistry II	3
Chem 312L Introductory Organic Chemistry II Laboratory	1
Chem 371 Spectroscopy and Separations	3
Chem 455 Senior Seminar	2

additional chemistry courses:

One approved Chemistry Elective at the 300-400 level with Lab.....	4
Chem 401 Thermodynamics and Kinetics	3

Support Courses:

Support courses consisting of the following: 16

Either:

Phys 201 and 202

Or: Phys 211 and 212 (8)

Plus 8 credits from: Math 221, 222, Bio 211, 212 (8)

Department of Mathematical Sciences

Chairperson: Allen C. Dotson

Major and Minor:

Major in Mathematics (B.S. and B.A.)

Specialized Program of Study in Computer and Information Science

Specialized Program of Study in Pre-Engineering

Minor in Mathematics

Minor in Computer & Information Science

Mission

The mission of the Department of Mathematical Sciences is to enable the majors to develop critical thinking skills and become effective problem solvers while mastering a broad spectrum of knowledge from the mathematical sciences. Concentration is given to both the mathematical sciences as an object of study and the mathematical sciences as a tool for application. Upon graduation, students majoring in the mathematical sciences should be prepared for a broad spectrum of professional opportunities, both in careers and in graduate and professional schools. The general student should have the mathematical and computer literacy required for his/her area of study and to function competently in a modern technological society.

Goals for the Majors

Upon completion of a major in the mathematical sciences, the student will

- understand the mathematics that forms the core of the undergraduate curriculum.
- be able to solve real-world problems ranging from the concrete to the abstract to the theoretical.
- be able to read mathematics and communicate mathematical ideas and information effectively in oral and written reports.
- be able to use technology as a problem solving tool.
- understand the relationship between the mathematical sciences and cultural heritage along with the contemporary role of mathematics in society.
- be prepared to compete successfully both in careers and in graduate and professional schools.

Goals for the Non-Majors

- Each St. Andrews student should have the opportunity to acquire basic computer literacy.
- All St. Andrews graduates should have the quantitative skills necessary for functioning in modern society.
- Students taking courses in the mathematical sciences to fulfill requirements in areas outside of mathematics should have the mathematical background necessary to succeed in these courses, should acquire the skills used in practice, and should be exposed to applications of the course material to their field of study.

Major in Mathematics

The Mathematics major (leading to either a BA or a BS degree) is designed to include students with a wide variety of goals and backgrounds. Mathematics is an excellent preparation for many diverse fields - technical, legal, scientific, medical, managerial, computational, engineering, etc.

To accommodate this broad spectrum, the Mathematics major is a contract major in which the student, aided by a faculty advisor, selects the courses (s)he will take to fulfill the major. Once a list of specific courses has been agreed upon, it is submitted to the entire mathematics faculty and subsequently to the Division for approval. Successful completion of the courses in the contract with a GPA of 2.0 or above satisfies the major requirements for the Bachelor of Arts or the Bachelor of Science degree in mathematics.

The Mathematics contracts for a BA and a BS are defined below. The overall content of the contract will depend on the student's goals and can be modified if career interests change.

Major in Mathematics with a Specialized Program of Study in Computer & Information Science

The major in Mathematics with a Specialized Program of Study in Computer and Information Science (offered only at the B.S. level) may be completed by replacing three elective mathematics courses, when fulfilling the B.S. degree requirements in mathematics, with three courses in computer and information science above the content level of CIS 121.

Major in Mathematics with a Specialized Program of Study for Pre-Engineering

The major in Mathematics with a Specialized Program of Study for Pre-Engineering (leading to a B.S.) is part of a dual-degree program offered in conjunction with North Carolina State University. Involving coursework in chemistry and physics as well as in mathematics, the program prepares students to transfer as degree students to N State after three years; successful completion of approximately two years' coursework there, as specified by NC State, then leads to bachelor's degrees from both institutions.

Contract Requirements for a B.A. Degree in Mathematics

This contract includes at least nine 3 (or 4)-credit courses in mathematics (excluding Math 100, 101 and 115), six of which must be 300-400 level mathematics courses; and CIS 121. It must contain the core sequence Math 221, 222, 325 and 479 along with two courses chosen from Math 216, 310, and 312; and one course chosen from Math 422 and 450.

All mathematics majors are urged to take Math 350 and to complete a minor in some related field.

Contract Requirements for a B.S. Degree in Mathematics

This contract includes at least eleven 3 (or 4)-credit courses in mathematics (excluding Math 100, 101 and 115), six of which must be 300-400 level mathematics

courses; and CIS 121. It must contain the core sequence Math 221, 222, 325, and 479 along with two courses chosen from Math 216, 310, and 312; and one course chosen from Math 422 and 450. The supporting course requirements for the mathematics major are Physics 211 and 212. With sufficient justification, a student may petition the Mathematics Department to replace the supporting course requirements with an equivalent alternative.

All mathematics majors are urged to take Math 350 and to complete a minor in some related field.

Contract Requirements for a B.S. Degree in Mathematics with a Specialized Program of Study In Computer & Information Science

This contract includes at least eight 3 (or 4)-credit courses in mathematics (excluding Math 100, 101 and 115), six of which must be 300-400 level mathematics courses; and CIS 121. It must contain the core sequence Math 221, 222, 325, and 479 along with two courses chosen from Math 216, 310, and 312; and Math 422. Three additional courses are required in Computer and Information Science above the content level of CIS 121.

The supporting course requirements for this major are Physics 211 and 212. With sufficient justification, a student may petition the Mathematics Department to replace the supporting course requirements with an equivalent alternative.

Contract Requirements for a B.S. Degree in Mathematics with a Specialized Program of Study for Pre-Engineering

The required courses for this program are Chem 201, 201L, 206, 206L; Phys 211 and 212; Math 221, 222, 310, 312, and 340; CIS 121 or equivalent experience. In addition, three electives are chosen from among the 300-400 level course in mathematics, computer and information science, and chemistry, plus Math 205 and CIS 221. Students may take all of these electives in a single discipline; for example, a student planning to study chemical engineering may take all three electives in Chemistry. Note: since NC State has extensive general education requirements, many of which can be met by prudent choices of breadth courses taken at St. Andrews, students interested in the pre-engineering program should contact the dual-degree advisor as soon as possible.

Minor in Mathematics

A minor in mathematics consists of Math 221 and 222, three mathematics courses at the 300-400 level, and one additional course in mathematics or computer and information science.

Minor in Computer & Information Science

The requirements for a minor in Computer and Information Science are CIS 121, 221, 233, 331, 332, 335 and a senior project at the 400 level in the form of an internship (495) or a special studies course (490). The senior project course is an individual, maintenance oriented project developed by the student with an outside mentor. This course involves the maintenance (documentation, modification, and implementation) of a computer-based information system. Normally, it may be taken only after all other requirements for the minor are completed.

With departmental approval a student may substitute up to two independent study courses which combine the student's major with computer and information science for 200-300 level CIS courses. Such courses would most often have dual supervision by a faculty member in the student's major area and a faculty member in the mathematical sciences. Thus, for example, a student majoring in education might replace CIS 3XX with a topics course on using computers in the classroom, or a student majoring in biology might replace CIS 2XX with a topics course which integrates the learning and application of a particular computer program to designing, investigating, and documenting a molecular modeling investigation, or a student in communications may replace CIS 2XX with a topics course which integrates the learning of a desktop publishing program with a communications package.

Honors in Mathematics

A Mathematics major may receive a degree with designation "honors in mathematics" or "honors in mathematics/computer science" upon selection by the Department of Mathematical Sciences faculty and certification by the dean of the college and upon successful completion of the following:

- * A final GPA of 3.3 or better in the major and a final cumulative GPA of 3.0 or better.
- * Two 3-credit independent study courses (designated as 497) with a grade point average of 3.3 or better in each.
- * An honors thesis on a topic approved by the Department of Mathematical Sciences faculty.
- * Defense of the honors thesis in a comprehensive oral examination before all members of the Department and at least one outside examiner from some other department in the College. Examiners from outside the College may also be invited when appropriate.

Application for the honors designations must be completed and approved by the regular date for advanced registration for the first regular semester of the student's senior year.





Social & Behavioral Sciences

Chairperson: Corinne Nicholson

Departments

Anthropology
Business and Economics
Education
History
Politics
Psychology

Majors

Business Administration
Education
History
Politics
Psychology

Minors

Business Administration
History
Politics
Psychology

Department of Anthropology

Chairperson: Margaret Houston

Although no major is available in Anthropology, students may enroll in Anthropology courses for a variety of reasons including general interest, to meet their breadth requirements and for a contract or thematic major. A thematic major is an individualized contract made in conjunction with the faculty in Anthropology and another major which lists a combination of courses consistent with a theme which fits the student's own goals and objectives. Relevant themes include an interdisciplinary mixture of courses from biology, politics, education, history, business administration and religion.

Mission

The mission of the Department of Anthropology is to make students aware of the rich variety of cultures and peoples around the world, and to give students a

basic knowledge of human origins, past cultures, how cultures operate, and what it means to be human. Armed with this knowledge and awareness we seek to enable students to live in other cultures and reflectively better understand their own diverse cultures.

Goals

The primary goal is to expose as many St. Andrews students as possible to other cultures, to key concepts in anthropology, and to ecological and symbolic frameworks for looking at human societies. We seek to serve general student needs and the needs particular to other majors. We aim to prepare interested students as much as possible for graduate school and to advise students on careers. We also seek to bring the fruits of Anthropology to prospective students and to the local community.

Department of Business & Economics

Chairperson: Corinne Nicholson

Major in Business Administration, (B.A.)

Specialized Program of Study in Equine Business Management (B.A.)

Specialized Program of Study in Therapeutic Riding Management (B.A.)

Special dual-degree program in Accounting (B.A.)

Minor in Business and Economics

The Department of Business and Economics offers a major in Business Administration and specialized programs of study in Equine Business Management and Therapeutic Riding, all leading to a Bachelor of Arts degree. Within the Business major, the Department offers five (5) concentrations: Accounting, Economics, Finance, Management, and Marketing. For the student wishing to become a Certified Public Account (CPA), the concentration in Accounting provides the course work necessary to sit for the CPA exam. The strength of the Business major is derived from combining studies in the St. Andrews General Education (SAGE) curriculum, the common body of knowledge in the business curriculum, and specific courses in a defined area of concentration or a specialized program of study.

Students interested in international business may want to consider the Interdisciplinary Major in International Business, which is located in the "Interdisciplinary Majors and Minors" section of the Catalog.

Mission

The Business and Economics program, in keeping with the mission of the College, blends a mastery of skills, an exposure to knowledge and the development of ethics and values. The Department of Business and Economics attempts to meet its objective of providing future managerial and professional leadership to the region and to the nation by combining the strengths of the liberal arts and the disciplinary program. By allowing students to choose an area of concentration or a specialized program of study, the program prepares students for careers in business and government, or to enter graduate study.

Goals

1. Students should obtain an understanding of basic business and economic concepts and skills that will maximize their opportunities for growth in a managerial or business-related career in a changing global environment.
2. Students should be able to understand the value of entrepreneurship in our economy. They should be familiar with a thorough business plan and understand its benefits.
3. Students should develop their oral and written communication skills.
4. Students should develop their analytical and decision-making skills through use of case materials and through study of actual business situations.
5. Students should understand the concept of social responsibility and ethical conduct in a competitive society.

Internships in Business & Economics

An internship with a business organization or a non-profit agency enables the student to explore potential careers, clarify his/her educational and career Goals, develop new skills, gain valuable work experience and develop professional contacts. Prospective interns must meet College-wide requirements and be approved by the Department. Internships can be taken during any academic semester and interns receive variable credits in B/E 395 or 495 based on the nature of the on-site experience. During 1996-1998 students completed internships at the following companies: Rockwell International, Campbell Soup Co., Ernst and Young, American Express Bank, Butler Manufacturing Co., Pinehurst Resort and Country Club, Merrill Lynch, Nibor Capital Management, International Visitors Council, Wesleyan Equestrian Center, Scotia Village Retirement Community, Scotland County Chamber of Commerce, Libby-Owens Ford, Eaton Corporation, and Wachovia Bank & Trust Co.

Core Requirements for Business Administration Majors: 33 credits

Required Courses

B/E 209 Principles of Accounting I	3
B/E 210 Principles of Accounting II	3
B/E 231 Microeconomics	3
B/E 232 Macroeconomics	3
B/E 304 Principles of Finance	3
B/E 312 Principles of Marketing	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 442 Strategy and Policy Seminar	3
CIS 111 Introduction to Computer Usage	3
Math 205 Statistics or B/E 364 Quantitative Methods	3

Major in Business Administration with a Concentration In Accounting, Economics, Finance, Management, or Marketing, 51 credits: B.A.

Required Courses

Business Administration Major Core Requirements	33
Approved Business and Economics Electives.....	9
Approved Area of Concentration Electives chosen from one of the following areas:	9
Area of Concentration: Student will complete at least three (3) courses or nine (9) credits in one of the following areas of concentration:	
Accounting:	
B/E 266, 309, 310, 349, 371, 372, X90, X95, X98, X99	
Economics:	
B/E 302, 306, 308, 319, 345, 363, 364, 366, X90, X95, X98, X99	
Finance:	
B/E *306, *308, 309, 319, *362, 363, 364, X90, X95, X98, X99	
(* At least two of the three courses should be from this group of courses)	
Management:	
B/E 319, 355, 366, 373, 374, 376, 422, 446, 471, X90, X95, X98, X99	
Marketing:	
B/E 333, 374, 376, 419, 446, X90, X95, X98, X99	
Business/Economics Electives: A total of nine (9) B/E elective credits or three (3) courses will be completed. These credits will be chosen from the general B/E curriculum and will be in addition to those credits taken to satisfy the core and those credits taken to satisfy the area of concentration	

A total of fifty-one (51) credits is required to complete the Business Administration major with a concentration in one of the following areas: accounting, economics, finance, management, or marketing.

Major in Business Administration with a Specialized Program of Study in Equine Business Management, 54 credits: B.A.

Major in Business Administration with a Specialized Program of Study in Equine Business Management, 54 credits: B.A.

Required Courses

CIS 111 Introduction to Computer Usage 3	
B/E 209 Principles of Accounting I.....	3
B/E 231 Microeconomics	3
B/E 245 Personal Finance	3
B/E 312 Principles of Marketing	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 374 Entrepreneurship	3
ESS 240 Stable Management	2
ESS240 L Stable Management Lab	2
ESS 241 Horse Science.....	3

ESS 340 Equine Business Management	3
ESS 342 Principles of Judging and Selecting Hunters	3
Six Credits of Approved Elective chosen from: 6	
B/E 210 Principles of Accounting II (3)	
ESS 335 Foundations of Sports Management (3)	
ESS 341 Preparation for ANRC Testing (3)	
ESS 410 Organization and Administration of Physical Education and Sport (3)	
ESS 440 Introduction to Contemporary Riding and Teaching (2)	
ESS 440L Contemporary Riding and Teaching Lab (2)	
B/E 395 Internship in Business & Economics, (3)	
OR - ESS 395 Internship Exercise Science and Sport (3)	
Three Credits of Approved Elective chosen from:	3
B/E 355 Organizational Behavior (3)	
B/E 373 Human Resources Management (3)	
Three Credits of Approved Elective chosen from:	3
Eng 333 Journalism (3)	
Com 230 Mass Communications (3)	
Com 339 Public Relations (3)	
Two (2) Approved Capstone Electives:	
B/E 442 Senior Policy and Strategy Seminar (3), and ESS 495, ESS 498, or ESS 499	6
A total of fifty-four (54) credits is required to complete the Equine Business Management major.	

Major in Business Administration with a Specialized Program of Study in Therapeutic Riding Business Management, 55 credits B.A.

Career Opportunities: Therapeutic Riding Facility Manager, Program Manager or Operator; Therapeutic Operations Manager or Development Officer.

Required Courses

B/E 209 Principles of Accounting I	3
B/E 231 Microeconomics	3
B/E 304 Principles of Finance	3
B/E 312 Principles of Marketing	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 373 Human Resource Management	3
ESS 247 Pre Internship Seminar	1
ESS 246 Therapeutic Riding Principles and Concepts	3
ESS 240 Stable Management	2
ESS 240 L Stable Management Lab	2
ESS 346 Advanced Techniques in Therapeutic Riding	3
ESS 340 Equine Business Management	3
ESS 347 Therapeutic Riding Program Management: Administration ...	2
ESS 348 Therapeutic Riding Program Management: Teaching	2

Com 339 Public Relations	3
In addition to the Core choose a minimum of nine credits from the following courses:	9
B/E 355 Organizational Behavior (3)	
B/E 374 Entrepreneurship (3)	
CIS 111 Introduction to Computer Usage (3)	
ESS 241 Horse Science (3)	
ESS 335 Foundations of Sports Management (3)	
ESS 440 Introduction to Contemporary Riding & Teaching (2)	
ESS 440 L Contemporary Riding & Teaching Lab (2)	
Eng 333 Journalism (3)	
Required Capstone:	7
ESS 465 Therapeutic Riding Issues and Ethics (2)	
ESS 466 Survey of Specialties in Therapeutic Riding (2)	

and

ESS 495, 498, or 499 Senior Project (internship, GIS, or practicum) (3)

Every major will be required to receive Red Cross certification in First Aid and CPR.

A total of fifty-eight (58) credits is required to complete the Therapeutic Riding Business Management major.

Contract Major in Business Administration, 45 credits: B.A. St. Andrews Campus

This major is available only to students completing degree requirements on the Laurinburg campus.

For students whose needs are different from the standard areas of concentration, contract majors in Business/Economics may be arranged. A B/E contract major would include 15 courses (45 credits) and eleven of these courses will be the business core courses: B/E 209, 210, 231, 232, 304, 312, 315, 325, 442, CIS 111, and B/E 364 or Math 205. Of the remaining five (4) courses, which would be appropriate for the theme of the contract, four (4) must be taken at the 300-400 level. Of the 15 courses, a minimum of ten (10) must be in business and economics. Examples of contract majors include: General Business, Business and Psychology, Museum Management, and Business/Politics. All contracts must be approved by the Departmental faculty and declared by midterm of the first semester of the student's senior year.

Required Courses

Business Major Core Requirements	33
Approved Electives, with 12 credits at the 300-400 levels	12

Contract Major in Business Administration, 45 credits: B.A. Sandhills Campus

This major is available only to students completing degree requirements on the Sandhills campus.

Students enrolled on the Sandhills campus may complete a contract major in

Business Administration. A minimum of 45 credits is required for this major. Thirty-three (33) credits are to be completed in the business core: B/E 209, 210, 231, 232, 304, 312, 315, 325, 442, 364 (or equivalent business or management statistics course), CIS 111. Twelve (12) credits of business and economics electives are required to complete the major. These electives will be chosen from those courses which make up the business and economics curriculum. At least twenty-seven (27) of the forty-five (45) business and economics credits must be completed at St. Andrews Presbyterian College.

Dual-Degree Program in Accounting

St. Andrews B.A. in Business Administration/University of Georgia Master's Degree in Accountancy

The Dual Degree Program in Accounting between St. Andrews Presbyterian College and the University of Georgia establishes a plan whereby an undergraduate student will attend St. Andrews Presbyterian College approximately three (3) academic years and the J.M. Tull School of Accounting of the University of Georgia for approximately two (2) academic years. After completing the academic requirements of St. Andrews Presbyterian College, the student will be awarded a bachelor's degree in Business Administration. After completing academic requirements of the University of Georgia the student will be awarded a Master's degree in Accountancy.

Requirements for approval for degree-seeking status as a dual degree candidate at the University of Georgia are as follows:

1. Completed courses at St. Andrews College.
2. A recommendation from the pre-professional accounting program advisor at St. Andrews College.
3. A cumulative College G.P.A. of at least a 3.0 and a GMAT score of at least 500.

Courses which are recommended to be part of the study program at St. Andrews Presbyterian College:

- B/E 209 Principles of Accounting I (3)
- B/E 210 Principles of Accounting II (3)
- B/E 231 Microeconomics (3)
- B/E 232 Macroeconomics (3)
- Math 205 Statistics (3)
- CIS 111 Introduction to Computer Usage (3)
- B/E 325 Principles of Management (3)
- B/E 304 Principles of Finance (3)
- B/E 300/400 level microeconomics elective (3)
- Math 221 Calculus (4)
- B/E 312 Principles of Marketing (3)
- B/E 309 Intermediate Accounting I (3)
- B/E 310 Intermediate Accounting II (3)

(The Student pursuing the dual 3/2 degree program will be exempted from B/E 442)

Minor in Business & Economics

A student may pursue a minor in Business and Economics. A minor consists of 8 courses. Five (5) of these must be B/E 209, 231 or 232, 304, 312 and 325. The remainder are B/E electives.

Requirements for Transfers

Transfer students are required to meet the College-wide general education requirements and must take 27 credits of the required business courses in the major at St. Andrews. In order to ensure that the Departmental goal of familiarity with a thorough business plan is met, students who have taken any course entitled "Principles of Management" at another institution must take B/E 374 Entrepreneurship (3) at St. Andrews.

Department of Education

Chairperson: Jane Huffman

Accredited by: National Council for Accreditation of Teacher Education
North Carolina Department of Public Instruction

Major:

Major in Education, B.A. (Elementary and Physical Education)

Mission

The mission of the St. Andrews professional education unit is to prepare Learner-Directed Proactive Teachers who believe in and demonstrate in practice that teachers are the single most important factor outside the home environment in affecting student learning and development. The Learner-Directed Proactive Teacher who graduates from St. Andrews is aware and appreciative of cultural achievements in the arts and literature and understands the role of science in the creation of a humane, integrative world. The St. Andrews Learner-Directed Proactive Teacher has an intelligent, global concern for democratic relations in school and society and realizes that a teacher's intellectual, moral, and spiritual growth extends well beyond the college years. Dedication to physical and emotional health and vitality, with a clear sense of vocation for the stewardship of life, are educational necessities for the Learner-Directed Proactive Teacher of the 21st century.

Goals

The Department of Education has as its primary objective the preparation of Learner-Directed Proactive Teachers who are professionally competent, personally and socially mature, spiritually enlightened, and acutely aware of their responsibilities to society. The goals of the Teacher Education Department are to prepare teachers who:

1. Facilitate the enculturation of students into a political democracy.
2. Provide access to knowledge.
3. Build effective teacher-student connections.
4. Practice good stewardship and act as advocates for children.

5. Advocate change through education.
6. Exercise a substantial repertoire of effective student-centered, proactive teaching practices.
7. Acquire and practice a multi-cultural perspective that recognizes the importance of cultural diversity.

Admission to the Program

Formal admission to the Teacher Education Program is a separate process from admission to St. Andrews College. Admission to, and continuation in, a licensure program is only granted to those students who show clear evidence of becoming competent, mature, and responsible teacher candidates.

A student seeking to be formally admitted to the Teacher Education Program must meet the following requirements:

1. Earn sophomore class standing with a minimum G.P.A. of 2.5. (To achieve this, students should have a minimum G.P.A. of 2.0 by the end of the freshman year)
2. Achieve a satisfactory score on the Pre-Professional Skill Test (PPST) of The Praxis Series.
3. Submit to his or her advisor an Application for Admission to Teacher Education.
4. Submit to his or her advisor two Reference Forms from previous instructors.
5. Complete satisfactorily an interview with the Teacher Education Committee.

Change of Major

A student who changes his/her major to education must satisfy all the Breadth and Specialty Area requirements for Education majors.

Transfer Course Credit

The transcripts of transfer students and licensure-only students are evaluated individually by the appropriate faculty to ascertain which courses from other institutions are equivalent to the courses at St. Andrews College. In some instances, students may be required to repeat a basic course if the skill level of the student is inadequate. A Program of Study is then prepared outlining the courses to be taken at the college to complete licensure requirements in Teacher Education.

Specialty Area or Professional Studies courses taken at St. Andrews College or at any other accredited institution that are more than five (5) years old may not be accepted toward a licensure program.

Formal Admission of Transfer & Licensure-Only Students

Transfer students who are pursuing a Bachelor's degree, and who have passed The Praxis I Series test for entry to Teacher Education, must complete a minimum of 12 credits at the college and earn a minimum G.P.A. of 2.5 before being formally admitted to the Teacher Education Program.

Licensure-only students must complete a minimum of 12 credits at the college and earn a minimum G.P.A. of 2.5 before being formally admitted to the Teacher Education Program.

College Graduates Seeking Licensure Only

Licensure-only students are persons who are adding on to a license or those who are seeking initial licensure. The licensure-only students must meet the same requirements as the degree-seeking students. The student must hold a four-year degree from an accredited college or university.

Liberal Arts Majors

Students who are interested in careers in education that do not lead to licensure may pursue a liberal arts major. The liberal arts major will combine courses from various major programs to meet the student's career goals and objectives.

Maintaining Satisfactory Progress in the Teacher Education Program

To maintain satisfactory progress in the program, Teacher Education majors:

1. Are limited to introductory courses in education (Edu 246) or a maximum of 50% of the courses that constitute the total professional studies program, excluding student teaching, until they are formally admitted to the Teacher Education program.
2. Must maintain an overall G.P.A. of 2.5 or better to be retained in the program.
3. Must maintain a G.P.A. of 2.0 or better in their specialty area program of study.
4. Must retake any specialty area course in which a grade of "D" or "F" is received.
5. Must maintain a G.P.A. of 2.5 or better in their professional studies program of study.
6. Must retake any professional studies course in which a grade of "C" or lower is received.
7. Must have an overall G.P.A. of 2.5 or better to be eligible for a student teacher placement.

Student Teaching

The student teaching experience is substantial and full-day for at least 80 school days in a public school. In order to be admitted to the professional semester, students must meet several requirements in addition to the initial requirements for formal admittance to teacher education candidacy. Students must:

1. Have a G.P.A. of 2.5 or better in their teaching major.
2. Have a G.P.A. of 2.5 or better in their professional studies program of study.
3. Have an overall G.P.A. of 2.5 or better.
4. Remove all incomplete grades.
5. Submit the Application for Student Teaching.

Students in the program who are working as teacher assistants will not be permitted to student teach in a school where they serve as assistants.

Student teachers will be permitted to engage in outside employment, participate in College extracurricular activities, or enroll in a class only with the approval of the student's advisor, the College Coordinator of Internships, and the approval of the Teacher Education Committee.

Exit Policies

All students seeking licensure must meet all requirements of this program including course requirements, The Praxis Series requirements, grade point average requirements and student teaching requirements.

Professional Studies Sequence for Licensure

All students in the Teacher Education Program, regardless of licensure area, are required to successfully complete the following courses with a grade of "C" (2.00) or better.

The following courses may be taken prior to admittance to the Teacher Education Program:

Edu 235 Curriculum and Instruction	2
Edu 236 Technology for Educators	2
Edu 246 Education, Culture and Society	3

The following courses may be taken only after being admitted to the Teacher Education Program:

Edu 308 Human Development	3
Edu 323 Testing and Evaluation in the Classroom	2
Edu 324 Educational Psychology	2
Edu 355 The Exceptional Child	3
Edu 423 Student Teaching Internship	10
Edu 425 Student Teacher Senior Seminar	2

Major in Elementary Education with K-6 Licensure

Specialty Area Requirements:

CIS 111 Intro to Computer Usage	3
Geo 201 Geography I OR	
Geo 202 Geography II	3
His 201 American Civilization I	3
His 202 American Civilization II	3
His 209 North Carolina History	3
Psy 101 Introduction to Psychology 3	

Professional Studies Method Course Requirements:

The following courses may be taken prior to formal admittance.

Edu 362 Art in the Elementary School	2
ESS 233 Physical Education and Health in the Elementary School	3
Edu 357 Music in the Elementary School	2

The following courses may be taken only after being formally admitted to the Teacher Education Program.

Edu 336 Reading and Language Arts I	4
Edu 338 Reading and Language Arts II	4
Edu 339 Social Studies in the Elementary School	3
Edu 342 Mathematics in the Elementary School	4
Edu 341 Science in the Elementary School	3

Any changes in the approved program of study outlined above must have the approval of the Department Chairperson.

Major in Physical Education with K-12 Licensure

Specialty Area Requirements:

CIS 111 Introduction to Computer Usage	3
PSY 101 Introduction to Psychology	3
ESS 215 Skills Analysis: Individual Sports	1
ESS 216 Skills Analysis: Team Sports	1
ESS 217 Skills Analysis: Swimming	1
ESS 218 Skills Analysis: Gymnastics and Dance	1
ESS 225 Human Anatomy	4
ESS 226 Human Physiology	4
ESS 227 Community Health, First Aid and CPR	2
ESS 231 Foundations and Principles of Physical Education & Sport	3
ESS 235 Principles of Adaptive Physical Education	3
ESS 236 Basic Athletic Training	3
ESS 325 Kinesiology and Biomechanics	4
ESS 331 Evaluation in Physical Education	2
ESS 334 Motor Development	3
ESS 402 Exercise Physiology	3
ESS 410 Organization & Administration of Physical Education and Sport	3
Professional Studies Methods Courses	

The following courses may be taken prior to admittance to the Teacher Education Program.

ESS 219 Field Experience Teaching Health in the Elementary School ..	1
ESS 233 Teaching Health and Physical Education in the Elementary School	3

The following courses may be taken only after being admitted to the Teacher Education Program.

EDU 322 Reading and Writing in the Content Area	2
ESS 319 Field Experience Teaching Health in the Secondary School	1
ESS 333 Teaching Physical Education and Health in the Secondary School	3

Any changes in the approved program of study outlined above must have the approval of the Department Chairperson.

Department of History

Chairperson: George Melton

Major and Minor:

Major in History, (B.A.)

Minor in History

Mission

In keeping with the mission of the College, the Department of History empha-

sizes teaching the knowledge and the skills necessary for students to be articulate and responsible citizens, and to understand the historical developments which have resulted in an interconnected world community. Specifically, the Department helps students, majors and non-majors alike, gain knowledge of their Judaeo-Christian heritage in a world context and guides them in understanding other cultures and value systems. Further, it helps students understand the nature of change and continuity in human experience over time. History students will come to understand the relationship of history to life and to recognize the constant need to re-think the past in light of new questions, new information and new tools of analysis. The program prepares students for a number of career paths and further professional development by offering a variety of courses and extracurricular opportunities.

Goals

1. To provide in curriculum and instruction the opportunity for students, majors and non-majors alike to exercise and develop skills of critical analysis and writing.
2. Through curriculum and instruction, to enable all history students to develop an awareness of the importance of the past for its own sake and for its use in the present and future.
3. To offer courses for majors and non-majors alike that will provide strong foundation in important historical eras and cultures; and to offer courses which emphasize global diversity in cultures and environment.
4. To offer for history majors and history minors courses which deal with historical methods, with original research, and which integrate and synthesize the study of history at St. Andrews.
5. To offer students the opportunity to participate in innovative and experimental presentations in history.
6. To prepare and advise history majors for professional training, careers, law or graduate school, and teaching.

To measure the achievement of these goals, the Department requires every major to complete successfully a senior seminar as a part of the history major. At the end of the senior seminar students prepare a written evaluation to assess specifically the goals of the Department. In addition, every history major is required to develop a portfolio over each semester to help measure their achievement of the goals of the major. Assessment of the goals for non-majors will be related to enrollment patterns and the professional judgment of the members of the history faculty. Further, the Department undergoes a thorough evaluation every five (5) years by an outside evaluator.

Explanation

It is expected that up to 90% of the students enrolled in the major during the junior year will complete the requirements for the major and will graduate from St. Andrews approximately on schedule. Up to 30% of these history graduates will enter graduate school, law school, or other professional school. Approximately 70% of our majors will enter immediately into the job market where their major in

history will serve well the demand that they express their ideas clearly and think critically.

The Department serves the needs of more non-majors than majors. Students take history as breadth courses. Others take history as a requirement for other career paths. Of these, teacher education is the most important. Since the history major requires only 10 courses, many students major in history and another discipline as well. Numerous other students take a history minor. Many non-majors take 2 to 5 history courses because they find our offerings to be interesting and helpful.

Honors in History

History majors will be invited to participate in Departmental Honors if they have a 3.3 G.P.A. in history courses and a 3.0 cumulative G.P.A.

Such students will enroll in History 491 Honors Seminar. If by the end of History 491, the student has:

- Submitted a proposal for a thesis.
- The Department has approved the proposal.
- Progress toward completion of the project has been demonstrated. The student will be permitted to enroll in History 497, Honors Research.

History honors will be earned with successful completion of the following:

1. The submission of a thesis on or before the designated deadline date. The deadline normally will be two weeks before spring graduation.
2. A successful defense of the thesis before a three person board of whom at least one will be a faculty member of the History Department.
3. The submission of a final copy of the approved thesis which includes:
 - a. revisions of the thesis required by the board.
 - b. a manuscript which meets the preparation rules, designated by the History Department.
4. Notification by the director of the thesis to the Department that all the above conditions have been met.

Major in History, 30 credits: B.A.

A standard major in history consists of thirty (30) credits in history, including at least of fifteen (15) at the 300-400 levels.

Required Courses

Approved American History Elective chosen from	
His 201 or 202	3
Approved Western Civilization Elective chosen from	
His 101 or 102	3
His 422 Senior Seminar in History	3
Approved History Electives	21

Samples of a Major in History

American History

Lower Level

1. His (101/102) Western Civilization 6

2.	His 201 American Civilization I.....	3
3.	His 202 American Civilization II	3
4.	His 241 The United States Since 1940	3
5.	His 209 North Carolina History	3
Upper Level		
1.	His 367 Tudor/Stuart England	3
2.	His 334 Civil War and Reconstruction	3
3.	His 356 The Second World War and the Holocaust	3
4.	His 371 The United States and the Vietnam War	3
5.	His 422 Senior Seminar in History	3

European History

Lower Level		
1.	His 101 Western Civilization I.....	3
2.	His 102 Western Civilization II	3
3.	His (201/202) American Civilization	3
4.	His 221 Europe During the Renaissance	2
5.	His 222 Early Modern Europe, 1500-1700	2
Upper Level		
1.	His 361 East Meets West: Europe in the Age of Chivalry 3	
2.	His 353 The Enlightenment and the French Revolution	3
3.	His 355 The Turn of the Century and World War I	3
4.	His 370 History of Science From the Greeks Through Newton	3
5.	His 390 Special Area Studies Course	3
6.	His 422 Senior Seminar in History	3

General History

Lower Level		
1.	His (101/102) Western Civilization	6
2.	His (201/202) American Civilization	6
3.	His 223 Social History of the Middle Ages	2
4.	His 271 The United State and the Vietnam War	3
Upper Level		
1.	His 337 The History of Western Witchcraft	2
2.	His 353 The Enlightenment and the French Revolution	3
3.	His 334 Civil War and Reconstruction	3
4.	His 351 Modern Middle East	3
5.	His 390 Special Studies Course	3
6.	His 422 Senior Seminar in History	3

Contract Major in History, 36-45 credits: B.A.

A contract major in History consists of 36-45 history and related credits carefully selected to meet the individual needs of student. At least half of the credits in the contract must be history courses. A minimum of eighteen (18) credits at the 300-400 levels is required. Typical contract options are as follows: American Stud-

ies, Asian Studies, European Studies, history for pre-law, history for journalism, history for government service, history for divinity services, history for mass communications, and history for careers in business.

Contract Major for History for Pre-Law

Lower Level

1. His (101/102) Western Civilization 6
2. His (201/202) American Civilization 6
3. Pol 201 Introduction to American Politics 3
4. Pol 207 Internet Research 3
5. Pol 231 Introduction to Law 3

Upper Level

1. Phi 333 Philosophy of Law 3
2. Pol 323 Conflict Resolution 3
3. Pol 362 Constitutional Law 3
4. His 371 The United States and the Vietnam War 3
5. B/E 315 Business Law 3
6. His 422 Senior Seminar in History 3

Contract for History/Economics

Lower Level

1. His (101/102) Western Civilization 6
2. His (201/202) American Civilization 6
3. B/E 209 Principles of Accounting I 3
4. B/E 210 Principles of Accounting II 3
5. B/E 231 Microeconomics 3
6. B/E 232 Macroeconomics 3

Upper Level

1. His 371 The U.S. and the Vietnam War 3
2. B/E 302 Economic Philosophy 3
3. B/E 304 Principles of Finance 3
4. B/E 312 Principles of Marketing 3
5. B/E 325 Principles of Management 3
6. His 341 The U.S. Since 1940 3
7. His 422 Senior Seminar in History 3

Contract for Non-Western Cultures

Lower Level

1. His (101/102) Western Civilization 6
2. Chi 101 Elementary Chinese I 3
3. Chi 102 Elementary Chinese II 3
4. Chi 201 Intermediate Chinese I 3
5. Eng 212 Literature of the Non-Western World 3
6. Pol 211 Introduction to International Politics 3
7. RS 241 Religion and Social Issues: The Middle East 2

Upper Level

1. RS 344 Religions of India and South Asia	2
2. Eng 353 Modern Japanese Fiction	3
3. Pol 309 Area Studies	3
4. His 371 The US and the Vietnam War	3
5. His 351 Modern Middle East	3
6. RS 346 Religions of China	2
7. His 422 Senior Seminar in History	3

Minor in History, 18 credits

The History Department offers a minor in history consisting of a minimum of eighteen (18) credits, at least half of which are upper level. Declaration forms are in the office of the Registrar. It is suggested, but not required, that all minors take the Senior Seminar in History.

Required Courses

Approved History Electives at the 100-200 levels	9
Approved History Electives at the 300-400 levels	9

Department of Politics

Chairperson: Howard Reichner

Major and Minor:

- Major in Politics, (B.A.)
- Minor in Politics

Mission

The mission of the Politics Department is to support the mission of the College to graduate: "informed, articulate individuals with a comprehension of the complex nature of the problems facing a diverse but interdependent global community, and with the knowledge and skills necessary to lead productive professional lives." The Politics Department is committed to being "inclusive and student centered", utilizing "experiential learning" where appropriate, and enhancing student development through supportive "career and technological services."

Goals

1. To provide opportunities for students to become politically informed persons who can clearly and authoritatively articulate their political views and who are good listeners to the political views of others.
2. To provide opportunities for students to identify, clarify, articulate, and evaluate personal political values, to defend personal, political choices through references to values, and to act effectively on their political values.
3. To provide opportunities for students to enhance their understanding of the diverse and interdependent nature of the global community and for them to become effective and knowledgeable global citizens.

4. To provide students opportunities to prepare for and explore vocations and careers especially in the areas of law and public service, in the discipline of Political Science, in international contexts, and/or in leadership.
5. To provide students opportunities to develop skills appropriate to leadership and citizenship in a democracy.
6. To provide students opportunities to develop skills in the use of modern technologies for information and communication.

Honors in Politics

A major may, upon recommendation by the faculty of the Department of Politics, and upon certification by the Dean of the College, receive the designation "honors in politics" after successful completion of the following:

- Achievement of a cumulative G.P.A. of 3.0 or better in all course work, and a 3.3 or better in all course work in Politics.
- Satisfactory completion of 6 credits of Politics 419 Senior Seminar in Politics.
- Completion of a year-long Honors Thesis on a topic approved by the Politics faculty.
- Achievement of periodic approval for continued work on the Honors Thesis.
- A successful defense of the Honors Thesis before an examining committee which includes the faculty in Politics, one faculty member outside the Politics Department, and/or an outside examiner.

Internships

Internships are an integral part of most Politics majors. The Department of Politics has arranged for the placement of student interns with numerous national, state, and local government offices and agencies, private agencies, law offices and businesses. Politics students may find the semester internship program in Washington, D to be an especially attractive option. Prospective interns must meet College-wide internship requirements.

Internships allow students to explore career opportunities, clarify goals and personal values, and utilize knowledge and skills in practical work environments.

Student interns receive variable credits while enrolled in Politics 295, 395, and/or 495. Course levels and credits reflect interests, skills and the nature of the on-site experience.

Major in Politics B.A., 36 credits

Normally, a major in Politics consists of 4 Introductory Level courses and 8 Upper Level courses. All Politics majors are required to take Pol 201 Introduction to American Politics and Pol 207 Internet Research as well as the capstone course Pol 419 Senior Seminar.

Contract Major in Politics B.A., 36 credits

Contract majors in Politics may be arranged between students and faculty which emphasize career and vocational goals in citizenship, law and public service, international understanding and global citizenship, professional Political Science, and other areas.

Sample Contracts for Specialized Programs of Study in Politics:

+Law and Public Service

Four Introductory Level Courses (prerequisites for upper level courses) 12

1. Pol 201 Introduction to American Politics (3)
2. Pol 207 Internet Research (3)
3. Pol 231 Introduction to Law (3)
4. Pol 276 Politics of Behavior (3)

Eight Upper Level Courses: 24

1. Pol 309 Politics Elective (International) (3)
2. Pol 3XX Politics Elective (3)
3. Pol 323 Conflict Resolution (3)
4. Pol 340 Politics Elective (Contemporary Issues) (3)
5. Pol 362 Constitutional Law (3)
6. Pol 366 Politics of Sex (3)
7. Pol 395 Internship (3)
8. Pol 419 Senior Seminar (3)

+International Understanding and Global Citizenship

Four Introductory Level Courses (prerequisites for upper level courses): ... 12

1. Pol 201 Introduction to American Politics (3)
2. Pol 207 Internet Research (3)
3. Pol 211 Introduction to International Politics (3)
4. Pol 276 Politics of Behavior (3)

Eight Upper Level Courses: 24

1. Pol 309 Area Studies (3)
2. Pol 3XX Area Studies (3)
3. Pol 323 Conflict Resolution (3)
4. Pol 340 Contemporary Issues (3)
5. Pol 380 Political Ideas (3)
6. Pol 395 Internship (3)
7. Pol 398 Teaching Practicum (3)
8. Pol 419 Senior Seminar (3)

+Professional Political Science

Contract to be designed around area of Political Science in which student is seeking further education.

Minor in Politics, 18 credits

All minors in Politics will be organized through a contract around a theme or career objective. Three (3) lower level courses, including Pol 201: Introduction to American Politics, and Pol 207: Internet Research Three (3) upper level courses related to the theme or career objectives of the minor.

Pol 201 Introduction to American Government	3
Approved Politics Electives at the 100-200 levels	6
Approved Politics Electives at the 300-400 levels	9

Sample Minor Contract

+*Law and Public Service*

Three Introductory Level Course (prerequisites for upper level courses)	9
1. Pol 201 Introduction to American Politics (3)	
2. Pol 207 Internet Research (3)	
3. Pol 231 Introduction to Law (3)	
Three Upper Level Courses:	9
1. Pol 362 Constitutional Law (3)	
2. Pol 323 Conflict Resolution (3)	
3. Pol 395 Internship and Career Exploration (3)	

Department of Psychology

Chairperson: Pamela Ely

Major and Minor:

Major in Psychology, (B.A.)

Minor in Psychology

* Specialized Program of Study in Human Services (B.A.)

Mission:

In keeping with the mission of the College, the Department of Psychology seeks to provide all students a deeper understanding of the factors which contribute to human behavior and attitudes, and to assist in the development of interpersonal communication skills which contribute to the students' ability to become active and responsible members of their communities. The program prepares majors to enter graduate school in psychology or related fields, to enter professional training programs, or to obtain employment in a wide variety of fields in which they can apply the knowledge, research experience and analytical skills learned in their program. The Department of Psychology provides majors both a breadth of knowledge in a wide range of fields within the discipline of psychology, and depth of knowledge in a specific area.

Goals:

1. To obtain a firm foundation in the theory, methodology, and research findings of key areas of psychology
2. To acquire the ability to examine critically and evaluate the literature of psychology and to communicate effectively in written and oral reports
3. To provide students the tools to effectively analyze and synthesize information from diverse areas
4. To develop an awareness of ethical concerns and dilemmas in psychological research with both animal and human subjects
5. To provide an environment in which students can engage in meaningful dialogue with faculty and students
6. To offer opportunities for students to engage in independent scholarly inquiry of topics of interest to students

Honors in Psychology

A student majoring in Psychology may, upon recommendation by the program and certification by the Dean of the College, receive the designation "Honors in Psychology" after successful completion of the following:

1. A cumulative GPA of 3.0 or better on all course work, and a 3.3 or better on all course work required for the major in Psychology,
2. A minimum of 6 credits of honors course work in Psychology,
3. An honors thesis or project on a topic approved by the program faculty,
4. A defense of the honors thesis or project in a comprehensive oral examination before an examining committee which includes a Department faculty member, one faculty member from outside the Department, and one additional examiner.

Internships

The clarification of educational and personal goals and values is a major objective for psychology internship students. An internship can enhance learning in the academic world and provide an opportunity to apply and test knowledge of psychology in a practical professional-world setting. Internships are open to juniors and seniors with a 2.5 GPA or better and may be taken during any academic term. Internships can be arranged with a variety of institutions and agencies across the country. Internships in the Department of Psychology consist of an academic component as well as site work and should be arranged in consultation with a Department faculty member.

Major in Psychology 50-52 credits

The plan of study for a Psychology major is designed in consultation with an advisor selected from the Psychology faculty. The major is designed to prepare students to enter graduate school in Psychology or related fields (e.g. social work, business administration), to enter professional training programs (e.g. medical school, law school), or to obtain employment in a wide variety of fields following graduation. Psychology majors obtain breadth by taking the introductory survey course and several core courses. Majors acquire depth by selecting appropriate electives and pursuing research and internship opportunities in consultation with faculty advisors. Credit towards the major should be distributed as follows:

** Psy 101 Introduction to Psychology	3
Psy 202 Research Methods in Psychology	4
Mat 205 Statistics	4
One additional Math or Computer & Information Science course	3
Psy 203 Developmental Psychology	3
Psy 232 Biopsychology and Motivation	3
Psy 243 Learning and Cognition	3
Psy 245 Behavior Pathology	3
Bio 211 Concepts in Biology I	4
Bio 212 Concepts in Biology II	4

Two of the following:	6
Psy 432 Cognitive Psychology (3)	
Psy 434 Perception (3)	
Psy 435 Clinical Psychology (3)	
Psy 438 Applied Psychology (3)	
Psy 439 Psychology of Groups (3)	
Psy 441 Biological Bases of Behavior (3)	
Psy 490 Special Studies in Psychology (3)	
Minimum of one credit in the following:	1-3
Psy 395/495 Internship in Psychology (1-3)	
Psy 398/498 Research or Teaching Practicum (1-3)	
Psy 399/499 Guided Independent Study in Psychology (1-3)	
Additional:	
Psy 445 History and Systems (Senior Seminar)	3
Additional credits from upper level (300-400) courses	6
*** B/E 355 Organizational Behavior may be counted as a major elective.	

Contract Major in Psychology B.A., 45-48 credits

For students whose needs are different from the standard major in Psychology, a contract major may be arranged in consultation with the Psychology faculty. A contract major differs from the standard Psychology major in that it combines courses from psychology with related disciplines to build a major that integrates an interdisciplinary theme. Some examples of contract majors include human services*, biopsychology, psychology and business, psychology with pre-law emphasis, psychology and religion, psychology and philosophy, psychology and communications, psychology and art, quantitative psychology, psychology and music, and others as appropriate to the interests and goals of individual students.

Contract Major in Psychology, B.A.

Psy 101 Introduction to Psychology	3
Psy 202 Research Methods in Psychology	4
Mat 205 Statistics	4
Three of the following:	9
Psy 203 Developmental Psychology (3)	
Psy 232 Biopsychology and Motivation (3)	
Psy 243 Learning and Cognition (3)	
Psy 245 Behavior Pathology (3)	
Two of the following:	6
Psy 432 Cognitive Psychology (3)	
Psy 434 Perception (3)	
Psy 435 Clinical Psychology (3)	
Psy 438 Applied Psychology (3)	
Psy 439 Psychology of Groups (3)	
Psy 441 Biological Bases of Behavior (3)	
Psy 490 Special Studies in Psychology (3)	

Psy 495 Internship in Psychology (3)

Additional:

Psy 445 History and Systems (Senior Seminar) 3

Additional credits from upper level (300-400) courses 4

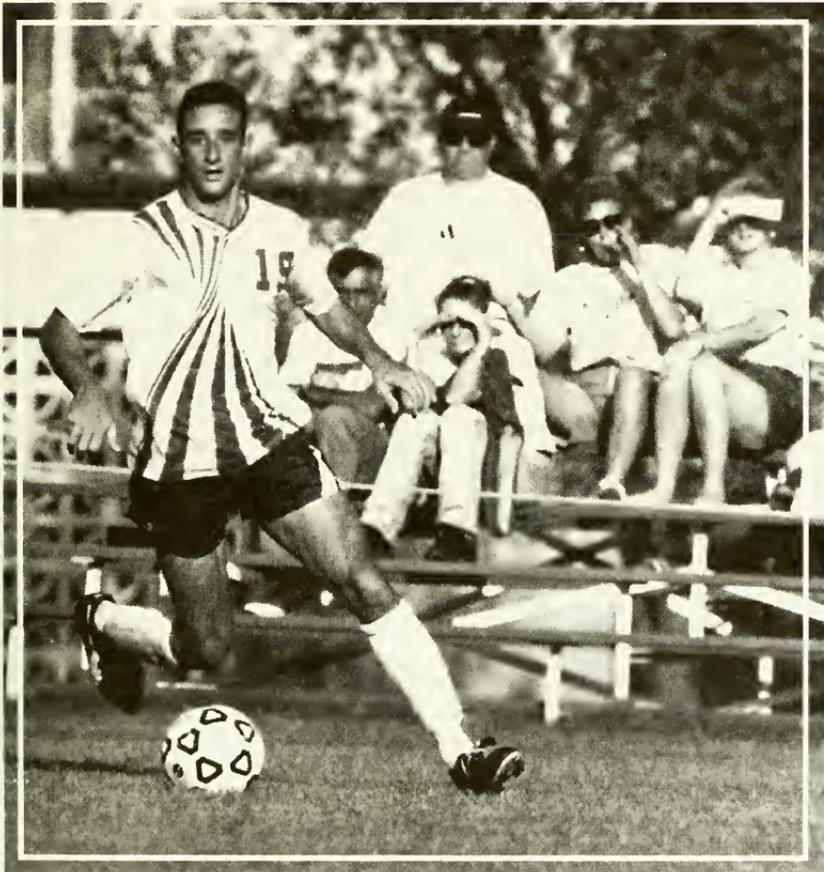
Supporting course credits which contribute to the theme of the contract, with at least 3 of the required 12-15 credits at the 300-400 level 12-15

Minor in Psychology, 22 credits

A minor in Psychology consists of a minimum of twenty-two (22) credits, including Psy 101, Psy 202, 2 of the following survey courses (Psy 203, 232, 243, 245), and nine (9) upper level credits.

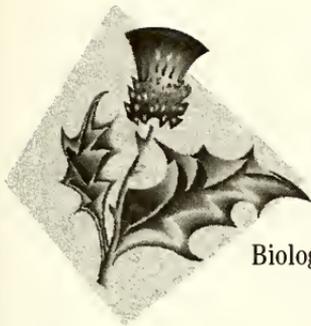
* A non-contract major in psychology with a specialized program of study in Human Services is available only on the St. Andrews, Sandhills campus.

** Satisfies the Social and Behavioral Science Breadth Requirement.





Curriculum



All departments will occasionally offer courses taught by their appropriate professors using the X90, X95, X98 and X99 series: per example:
Biology 295 - Internship in Biology

Special Studies, Teaching Practica, Internships & Guided Independent Studies

190, 290, 390, 490 Special Studies (1-4 credits)

These are courses which are not regularly taught but which are offered when a unique combination of faculty and student interests suggests that an important learning experience may occur. Class size is small, therefore students must assume greater responsibility for preparation for and conduct of the course. Credit and prerequisites as announced.

195, 295, 395, 495 Internships (1-4 credits)

A work experience with some external agency supervised by a professional in the career area. Prerequisites: permission of the site supervisor, faculty sponsor, and college internship coordinator; and minimum overall G.P.A. of 2.5.

497 Departmental Honors

Unless otherwise specified by a particular department, students wishing to graduate with the designation "honors in (the major)" must successfully complete no fewer than 6 and no more than 12 credits of 497 Independent Study covering work in at least two regular terms and culminating in the presentation and defense of an honors thesis or project. (For further information, see the section of the catalogue entitled Academic Honors and Departmental Honors)

198, 298, 398, 498 Research/Teaching Practicum, (1-4 credits)

As a research practicum, this course provides an outlet for a student-directed special project. As a teaching practicum, this course provides the student with experience as a teaching assistant. Credits and prerequisites as determined by the faculty member.

199, 299, 399, 499 Guided Independent Studies, (1-4 credits)

These courses enable students to perform undergraduate research for credit; thus the student interested in a GIS should contact the faculty member to inquire about research possibilities, many of which may result in presentations or publications. Credit and prerequisites as determined by faculty member.

Courses numbered at the 300- and 400-levels are restricted to juniors and seniors except by permission of the instructor.

Anthropology

ANT 205 Archaeology (3 credits)

An introduction to archaeological theory and methods and how these have advanced our understanding of past world cultures. North Carolina prehistory is emphasized through field trips and participation in archaeological research. (Social and Behavioral Science Breadth Course)

ANT 209 Introduction to Cultural & Social Anthropology (3 credits)

This course introduces beginning students to social and cultural anthropology and to some of its major concepts, methods and findings. Included are anthropological perspectives on the human experience and anthropological approaches to research and analysis of human groups, including economics, technology, politics, ideology, art, language, as well as their interrelationships. (Social and Behavioral Science Breadth Course)

ANT 306 Ethnology (3 credits)

This course begins with a brief survey of topics and approaches of cultural anthropologists: their questions, their methods, and their cross-cultural comparisons. It focuses on culture, traditions, and the pervasive processes of change which are applicable to the study of all societies. Topics include environment and ecology, the regulation of membership, symbolic messages and rituals, cultural transmission, and control of behavior. The course focuses on questions rather than answers, for students should find things out for themselves in an active way rather than passively through absorbing abstract knowledge. The latter part of the course involves students in identifying and researching a topic of interest in the St. Andrews or Laurinburg communities.

ANT 309 Contemporary Social Problems (3 credits)

A study of the explanations for social change and the ways divergent values create social problems in complex societies. The major areas of tension within which contemporary problems arise are considered. Examples include: the problems of cities, population and environmental problems, wealth and power in the corporate state, the family, health care, aging, and race and ethnic relations. This course is for students in the social sciences who desire a practical emphasis to their disciplinary training. (Social and Behavioral Science Breadth Course)

Art

ART 223/323 Drawing I, II (4 credits each)

Students will develop skills at introductory and intermediate levels of drawing. The controlled use of line, form and value, texture and composition are emphasized using a variety of wet and dry media. 223 is required of majors. More advanced work available in 381/481.

ART 146 2-D Design (4 credits)

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the two-

dimensional arts (drawing, painting, and graphic design). A combined lecture and studio format introduces the student to general design concepts through specific projects in a variety of media. With ART 223, this course serves as a foundation for further and more advanced work in the visual arts. Open to freshmen and non-majors. Required of majors; meets fine arts breadth requirement for non-majors.

ART 246 3-D Design (4 credits)

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the three-dimensional arts. A lecture and studio format introduces the student to general design concepts. Students will explore a wide variety of three-dimensional media through specific problems and projects. This course serves as a foundation for further and more advanced work in the three-dimensional arts. Open to freshmen and non-majors. Required of majors; meets Fine Arts breadth requirement for non-majors.

ART 268 Art History I: Prehistory to Medieval (2 credits)

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing prehistorical and historical contexts. Periods studied include the Paleolithic through the Medieval Period. Open to freshmen and non-majors. This course meets the Fine Arts breadth requirement when taken with Art 269.

ART 269 Art History II: Renaissance to Impressionism (2 credits)

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing historical contexts. Periods studied in this course include the Renaissance through Impressionism. Open to freshmen and non-majors. This course meets the Fine Arts breadth requirement when taken with ART 268.

ART 361 Seminar in Modern Art (2 credits)

Students will gain understanding of the modern and post-modern era through an investigation of the art of the 20th century. The study of art criticism will be integral to the chronological analysis of art created during this period. Prerequisite: Art 268, 269 or permission of instructor.

ART 212/312 Painting I, II (4 credits each)

Students will gain skills at the introductory and intermediate levels of studio experience with fundamental techniques and materials of painting: supports, grounds, pigments, underpainting, glazing, stippling, scumbling, and alla prima processes. The course is taught in oils and in acrylics in alternating years. Prerequisites: 223 and/or 146 or permission. More advanced work available in 381/481.

ART 225/325 Sculpture I, II (4 credits each)

Students will develop skills at the introductory and intermediate levels of studio experience with three-dimensional modeling, assemblage, carving and casting techniques in a variety of media. Prerequisite: 246 or permission of instructor. More advanced work available in 381/481.

ART 272/372 Computer Graphics I, II (4 credits each)

Students will develop skills at the introductory and intermediate levels of experience with electronic imaging. PC-based and Macintosh hardware are used with paint, business graphics, 3-D modeling and animation software to produce visual imagery for fine and commercial art purposes. No programming is involved. Prerequisites: 223 and/or 146 or permission of instructor. More advanced work available in Art 381/ 481.

ART 228/328 Ceramics I/II (4 credits)

Students will learn basic methods and techniques used in the creation of ceramic art. Emphasis will be placed on developing, manipulation, modeling and construction skills. Prerequisite: Art 246 or permission of instructor. More advanced work available in Art 381/481.

ART 381/481 Advanced Studies in Art (4 credits)

Students will build a portfolio of advanced work in a chosen medium through a coordinated series of advanced projects. Specific objectives and responsibilities will be student-formulated at the beginning of the course and pursued within the framework of the elected medium. Prerequisites: levels I and II of the medium chosen and the instructor's approval.

- Sections: A. Drawing
B. Painting
C. Sculpture
D. Computer Graphics
E. Ceramics
F. Art History

ART 456 Senior Portfolio (2 credits)

This course is required of all senior art majors. The student will prepare a résumé and slide portfolio of his or her art work. Workshops, lectures and demonstrations will enable students to compile materials for job applications and/or graduate school.

ART 457 Senior Show (2 credits)

This course is required of all senior art majors. The student will create a senior art exhibit. Emphasis will be placed on the content and quality of works shown, professional gallery/visual presentation and a final oral presentation.

Business & Economics

B/E 123 Leading the Enterprise (3 credits)

It is the purpose of this course to provide a framework within which to understand the dynamic operation of an organization (profit and not-for-profit), to begin to develop skills and techniques which are necessary to lead an organization, and to provide a base from which to plan a program of study to prepare for successful organizational leadership. The student will learn, through direct experience, the primary functions of a business organization. (Social and Behavioral Sciences Breadth Course)

B/E 209 Principles of Accounting I (3 credits)

An introduction to financial accounting. The study of the basic accounting equation, transaction and financial statements. Emphasis is on understanding basic concepts and use of accounting information to support economic decision making. Prerequisite: Sophomore standing, or permission of instructor. (Critical Quantitative Thinking Breadth Course)

B/E 210 Principles of Accounting II (3 credits)

An introductory study of managerial accounting with an emphasis on interpretation and application of accounting data inside specific organizations. The course stresses the use of financial and related information to make strategic, organizational and operational decisions. Prerequisite: B/E 209.

B/E 231 Microeconomics (3 credits)

A survey of microeconomic theory. The theory of the pricing and allocation of resources will be applied to current issues. (Social & Behavioral Science Breadth Course)

B/E 232 Macroeconomics (3 credits)

A survey of macroeconomic theory including discussions of unemployment, inflation, and other current issues. (Social & Behavioral Science Breadth Course)

B/E 245 Personal Finance (3 credits)

An introduction to economic and social developments that continue to influence the personal and financial planning environment. Spending, saving, borrowing, and investing decisions are investigated in light of these changing environments.

B/E 266 Federal Income Tax I (3 credits)

This course will study the “nuts and bolts” of the United States Income Tax system. Special emphasis will be placed on analyzing the impact the Federal Tax Code has on both individuals and businesses in today’s complex economy. Case studies, problem solving and tax form preparation will be stressed. Prerequisites: B/E 310 or permission of instructor.

B/E 302 Economic Philosophy: the Development of Economic Thought (3 credits)

A survey of the development of economic analysis from Mercantilism to the post Keynesian era. Emphasis will be placed on Smith, Ricardo, and the British Classical School—Jevons and Marshall—and on the development of Marginalism; on Austrian Capital Theory; and on the Neoclassical theory of money, interest, and prices. Prerequisites: B/E 231 and B/E 232, or permission of instructor.

B/E 304 Principles of Finance (3 credits)

A consideration of how to manage the financing of a firm. Risk, capital budgeting, long-term financing, and short-period investing and financing decisions as well as techniques are explored. Prerequisites: B/E 231 or B/E 232, B/E 209, and Math 205, or permission of instructor.

B/E 306 Money, Banking & Financial Institutions (3 credits)

A study of institutions of money, banking, and credit; monetary expansion and contraction; public policies affecting this process; development of the U.S. money and banking system; and commercial bank management. Prerequisite: B/E 232, or permission of instructor.

B/E 308 International Trade & International Financial Management (3 credits)

A study of international trade, including the gains from trade, the use of tariffs and quotas, the international monetary system, and the problems associated with exchange rates and balance payments. Managerial use of spot and forward exchange markets, as well as the international aspects of short-term and long-term investing and financing decisions, is included. Prerequisites: B/E 231 or 232, and B/E 304, or permission of instructor.

B/E 309 Intermediate Accounting I (3 credits)

Covers theoretical foundations, the accounting process, income determination, preparation of financial statements, and accounting for current assets. Emphasis is placed on theoretical arguments supporting current accounting practice and alternatives. Prerequisite: Successful completion of B/E 210 with a minimum G.P.A. of 2.0, or permission of instructor.

B/E 310 Intermediate Accounting II (3 credits)

A continuation of B/E 309 covering the theory and practice of accounting for plant assets, liabilities, and owner's equity. Prerequisite: B/E 309.

B/E 312 Principles of Marketing (3 credits)

A functional analysis of marketing and its importance as an economic activity. Topics covered include: demographic analysis, product development, pricing, distribution, and promotion. Additional managerial orientation is provided through case studies and decision-making practice. Prerequisite: B/E 231, or permission of instructor.

B/E 315 Business Law (3 credits)

A "nuts and bolts" study of the principles of law which create, define, and regulate the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, agency relationships, commercial paper, sales, and bankruptcy. Prerequisite: Sophomore standing or permission of instructor.

B/E 319 Intermediate Microeconomics: Theory & Applications (3 credits)

A study of the theory of the firm, its behavior; behavior of consumers, and management decision-making. Specifically, the course will focus on price and output decisions, rational economic choices of consumers, economics of technological change, production efficiency and costs, competitive behavior, and adjustments of markets to new conditions. Prerequisite: B/E 231, or permission of instructor.

B/E 325 Principles of Management (3 credits)

An introduction to the basic theories and practices within the management profession. Areas stressed are human relations, organizations and their structure, and delegation of authority. Prerequisites: B/E 231 and B/E 209, or permission of instructor.

B/E 333 Advertising & Promotional Strategy (3 credits)

An examination of the strategic application of two of the most important activities for marketing managers in the communication of product information to clients and consumers. Marketing campaigns, media selection, use of trade shows, product research, and effectiveness determination will be studied in concentrated team efforts. Prerequisite: B/E 312, or permission of instructor.

B/E 345 Environmental Economics & Policy Analysis (3 credits)

An analysis of current environmental policy from an economic perspective. This course will explore the economic origins of many environmental problems and the merits of alternative public policy instruments. Specific environmental problems which will be addressed include: "acid rain"; global warming, fisheries depletion, temperate and tropical deforestation, ozone depletion, pollution of the aquatic ecosystems, and species extinction. Prerequisite: B/E 231, or permission of instructor.

B/E 349 Governmental & Not-For-Profit Accounting (3 credits)

This course introduces to the business student the unique way in which federal, state, and local governments maintain their accounting systems. The course also studies the accounting methods used by churches, charities, and other not-for-profit organizations found in the United States today. Prerequisites: B/E 310 or permission of instructor.

B/E 355 Organizational Behavior (3 credits)

Integrates the study of social psychology and management and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Using lecture, discussion, case study and simulation methods, the course will encourage students to apply principles to specific organizations. Prerequisite: One course in Psychology, B/E 123 or B/E 325.

B/E 362 Investments & Portfolio Analysis (3 credits)

A study of stocks, bonds, and other investments, as well as security markets in general. Capital market theory is used to analyze portfolio management and investment strategy. The course examines the art as well as the science of investing. Prerequisites: B/E 304, or permission of instructor.

B/E 363 Intermediate Macroeconomics: Theory, Business Cycles, Forecasting (3 credits)

A study of the empirical patterns of the business cycle and long-run growth, the macro theory to analyze them, and methods of forecasting at the economy, industry, and company levels. Prerequisite: B/E 232, or permission of instructor.

B/E 364 Quantitative Methods for Business & Economics (3 credits)

This course will introduce the student to many of the more important mathematical approaches and specialized techniques which can be used in the analysis of basic business problems requiring quantitative decisions. The aim is to develop an understanding of problem-solving methods based upon a careful discussion of

problem formulation, mathematical analysis and solution procedure, utilizing numerous examples. Prerequisites: B/E 231, B/E 209, and Math 205, or permission of instructor.

B/E 366 Economic Development & Multinational Corporations (3 credits)

Analysis of the economic growth process and the forces inhibiting growth in underdeveloped countries. Includes discussion of the theories of growth, foreign aid and investment, self-help, innovation and technology, and development planning. Case studies will focus on the positive and negative roles of multinational enterprises in the development process. Prerequisites: B/E 231 and B/E 232, or permission of instructor.

B/E 371 Cost Accounting (3 credits)

The application of cost analysis to manufacturing and distribution problems. The recording of manufacturing costs for both the assembly and the continuous process types of industry. Analysis of the behavior characteristics of business costs, and a study of principles involved in standard costs systems. Prerequisite: B/E 210.

B/E 372 Auditing (3 credits)

Professional and practical auditing theory. Review of internal control, audit procedures and development of audit programs for various types of business within the framework of auditors' professional and ethical standards. Prerequisites: B/E 309 and Math 205.

B/E 373 Human Resources Management (3 credits)

This course will focus on human resources, employment procedures, and personnel administration. Topics to be covered include: analysis of personnel programs and policies; communications and practices in relationship to the effect upon productivity, organizational effectiveness and the satisfaction of personal objectives; and the recruiting, interviewing, developing, and maintaining of an effective and satisfied work force. Prerequisite: B/E 325, or permission of instructor.

B/E 374 Entrepreneurship (3 credits)

A study of the methods used to determine the feasibility of successfully establishing a business in a specific industry or market. Financial, marketing, organizational, competitive, governmental, and demand factors will be analyzed. Each student will develop a business plan and a feasibility study for a new venture. Prerequisites: B/E 312 and B/E 325, or permission of instructor.

B/E 376 Sales Management (3 credits)

This course will stress the fundamentals of selling practices and examine the major issues encountered by a sales manager in a complex business environment. Areas of focus include interviewing, hiring, training, motivation and performance measurement of sales personnel. Case studies, role playing, and team actions will be stressed. Prerequisites: B/E 312 and B/E 325, or permission of instructor.

B/E 419 International Marketing (3 credits)

A comprehensive cultural and strategic approach to international marketing. Topics covered include: analyzing environmental and cultural uniqueness among nations; effects of geography and political and economic changes on marketing activities; marketing global brands; and global trade agreements. The traditional marketing topics of target marketing, the four "P's", developing brand awareness, buyer behavior, and international distribution will be covered from an international perspective. Prerequisite: B/E 312, or permission of instructor.

B/E 442 Senior Policy & Strategy Seminar (3 credits)

The combination and integration of business and economic principles in sophisticated analysis applied to case histories of a variety of firms and institutions. Includes a study of the formulation of organizational strategy. Emphasis will be on problem solving, analysis and decision-making. Prerequisites: senior standing and B/E 209, B/E 210, B/E 231, B/E 232, B/E 304, B/E 312, B/E 325, Math 205, and CIS 101.

B/E 446 Marketing Management (3 credits)

Application of marketing principles and case analysis to solving complex marketing problems. Managerial areas include product management, pricing strategies, promotion, and distribution management. Prerequisites: B/E 312 and B/E 325, or permission of instructor.

B/E 471 Production & Operations Management (3 credits)

The management process applied to the design and operation of a production system, with production as a function of the business rather than as strictly a manufacturing activity. Topics include the planning, organizing, and controlling functions of management; forecasting, facility location and layout; job design and scheduling; quality control and inventory control. Prerequisite: B/E 325, or permission of instructor.

B/E 472 International Business Management (3 credits)

The primary purpose of this course is to investigate the economic and business issues encountered in managing the global firm. These issues include: defining a global competitive strategy; translating a global strategy into local action; understanding the economic environment; market entry and participation policies; alliances, mergers, and acquisitions; role of top management; and organization, system, and people policies. Management theories and principles appropriate to the global firm will be identified and illustrated in terms of the problems and issues studied. Prerequisite: B/E 325, or permission of instructor.

Biology

BIO 211 Concepts in Biology I (4 credits)

A concept-oriented course in biology that deals with the evolution, function, and form of life through the cell level of biological organization. Three hours of laboratory and three hours of lecture per week. Laboratory Sciences Breadth Course.

BIO 212 Concepts in Biology II (4 credits)

An investigation of the genesis of diverse forms and functions in living organisms; interactions among plants and animals and their environments will also be studied. Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 211 or permission of instructor. Laboratory Sciences Breadth Course.

BIO 307 Ecology (4 credits)

A survey of the basic concepts, principles and methods of ecology; the subdiscipline of biology dealing with organisms, their interactions with the physical environment and other organisms, and the results of such interactions over time. Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 212 or permission of instructor.

BIO 327 Genetics (4 credits)

This study of heredity deals with the transmission of traits between generations (Mendelian genetics), the study of molecular structure and function of the genes (molecular genetics), and the study of variation of gene frequencies between and within populations (population genetics). Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 211 or permission of instructor.

BIO 333 Plant Tissue Culture (2 credits)

An introduction to the basic principles and practices of plant tissue culture. Extensive laboratory work required. Lecture and laboratory combined: three hours. Prerequisite: Bio 349 or permission of instructor.

BIO 335 Vascular Plants (4 credits)

A systematic survey of the divisions of the vascular plants with an emphasis on extant groups. Major emphasis is on morphological, anatomical, cytological, ecological, and reproductive diversity. Major evolutionary trends and economic importance will also be addressed. Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 349 or permission of instructor.

BIO 343 Mycology (4 credits)

A comprehensive systematic survey of the Fungi and fungal-like *Protista* with an emphasis on structural and functional diversity. The profound evolutionary, ecological and economic significance of these organisms will also be investigated. Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 212 or permission of instructor.

BIO 345 Human Structure & Function (4 credits)

An advanced study of human physiology and anatomy for those students with a strong introductory understanding of molecular, cellular, tissue, and organ levels of function. A systems approach with strong emphasis on normal structure and function and an introduction to disease, abnormality, and pathology will be provided. Laboratories will devote equal time to structure and function. Anatomical studies will focus primarily on dissection of a surrogate mammalian model with reference to relevant human structures. Physiological studies will illustrate normal human function using the student as the model organism. Three hours of laboratory and three hours of lecture per week. Prerequisites: Bio 207 or Bio 212, and Chem 201; or permission of instructor.

BIO 346 Developmental Biology (4 credits)

A comparison of development, both within and between, the following biological groups: invertebrates (especially insects), vertebrates, and plants. This course will explore the evolution of developmental programs and patterns. Emphasis will be placed on the molecular mechanisms underlying biological development. Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 327, or permission of instructor.

BIO 347 Laboratory in Molecular Biology (4 credits)

During this course students will take a hands-on approach to molecular biology, a body of techniques with increasing impact on our society. Although we will concentrate on experiments and laboratory techniques, students will also learn about the biological basis of their work. Additionally, we will look at current examples of how biotechnology is changing how we eat, how we cure disease, and even how we capture criminals. Three hours of laboratory and three hours of lecture per week. Prerequisites: Bio 327, Chem 201, and Chem 206; or permission of instructor.

BIO 349 Botany (4 credits)

A thorough one-semester introduction to the study of Plant Biology presented in an evolutionary context and emphasizing the structural and functional diversity with the Plantae. Morphology, anatomy, physiology, growth and development, ecology and economic importance of plants will be treated in detail, with special emphasis on the angiosperms. Lecture: three hours; laboratory: three hours. Prerequisite: Biology 211.

BIO 353 Vertebrate Zoology (4 credits)

A systematic study of vertebrates with emphasis on evolution, physiology, behavior, and ecology. The laboratory is devoted to systematic, field, and experimental studies. Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 212 or permission of instructor.

BIO 355 Animal Behavior (4 credits)

The modern discipline of animal behavior as a synthesis of ethology, comparative psychology, and population ecology will be studied. The ecological and evolutionary aspects of topics such as reproductive behavior, territoriality, and predator-prey interactions will be considered. An introduction to sociobiology will also be provided. Laboratories will involve both experiments and field observations. Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 349 or permission of instructor.

BIO 365 Microbiology (4 credits)

Microbiology is the study of unicellular microscopic organisms. This course will deal with microorganisms and their activities. It is concerned with their form, structure, reproduction, physiology, metabolism, and identification. This course also includes the study of their distribution in nature, their relationship to each other and to other living organisms, their beneficial and detrimental effects on human beings, and the physical and chemical changes they make in their environ-

ment. Three hours of laboratory and three hours of lecture per week. Prerequisite: Bio 212; or permission of instructor.

BIO 441 Molecular Cell Biology (4 credits)

Molecular cell biology is an in-depth investigation of the fundamental unit of life: the cell. To study cell biology, we will follow two main themes: evolution, and molecular mechanisms. For example, we will explore how natural selection could lead from inorganic precursors to the first prokaryotic cells, which in turn gave rise to eukaryotic cells. Also, in addition to describing cellular components and their functions, we will look at how these components carry out their functions at the molecular level. Throughout the course, we will develop a strong sense of the ways in which all cells are similar and an appreciation of the diversity of which cells are capable. Three hours of laboratory and three hours of lecture per week. Prerequisites: Bio 327, Chem 201, and Chem 206; or permission of instructor. *A Chemistry course at the 300-level or above is also highly recommended.*

BIO 443 Environmental & Ecological Physiology (4 credits)

A study of comparative animal physiology emphasizing the adaptive ecological variations. Responses to normal and to human-generated environmental changes will be explored. Laboratories will focus on adaptive mechanisms in wild animals in laboratory and natural environments. Three hours of laboratory and three hours of lecture per week. Prerequisites: Bio 307, or Bio 353; or permission of instructor.

Chemistry

CHE 151 Chemical Principles & Problem Solving (3 credits).

An introduction to chemistry intended for students with relatively little previous experience with the field, or who need to improve basic chemical and mathematical skills before undertaking Chemistry 201-206. The course will focus on applying quantitative skills to solving basic chemistry problems, the most common difficulty for students in chemistry both in lecture and lab settings. Three hours of lecture per week.

CHE 201 Structure & Reactivity (General Chemistry i) (3 credits).

An introduction to the basic concepts of chemical bonding and structure with emphasis on elements, periodicity, compounds, atomic and molecular structures. The microscopic view of chemistry and chemical reactivity. Three hours of lecture per week. Prerequisite: Math 115 or equivalent, Chem 151, or satisfactory score on the Chemistry Placement Test.

CHE 201L Structure & Reactivity Laboratory (1 credit)

A laboratory experience designed to complement the Structure and Reactivity lecture course. Emphasis is on quantitative as well as qualitative methodology. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week.

CHE 206 Equilibria (General Chemistry II) (3 credits).

A treatment of inorganic and organic reactions with emphasis on equilibrium calculations and applications to analytical chemistry. The macroscopic view

of chemistry and chemical properties. Three hours of lecture per week. Prerequisite: Chem 201.

CHE 206L Equilibria Laboratory (1 credit)

A companion laboratory for the Equilibria lecture. Experiments examining chemical equilibrium, reaction rates and acid/base chemistry will be performed. Three hours of lab per week. Prerequisite: Chem 201, 201L

CHE 311 Introductory Organic Chemistry I (3 credits)

An introductory treatment of organic reactions with emphasis on structure-activity correlations. Three hours of lecture per week. Prerequisite: Chem 206.

CHE 311L Introductory Organic Chemistry I Laboratory (1 credit).

Students will apply a selection of separation and analysis techniques to problems of resolving mixtures of organic molecules. In some cases the techniques will be used to obtain data that illustrate conclusions about the effects of structure on reactivity of organic molecules. The Chemistry emphasized will be that of aliphatic halides, alcohols and of alkenes. Four hours of laboratory per week. Prerequisites: Chem 206, 206L, and corequisite Chem 311.

CHE 312 Introductory Organic Chemistry II (3 credits)

An integral continuation of Chem 311, using reactions and concepts to build the chemistry of aromatic systems and of carbonyl-containing molecules. Three hours of lecture per week. Prerequisites: Chem 311.

CHE 312L Introductory Organic Chemistry II Laboratory (1 credit)

Using and expanding on techniques learned in Chem 311L, students will explore in the laboratory the chemistry of aromatic rings and carbonyl-containing molecules. Students will first be introduced to the elements of structure determination using spectroscopic techniques. They will then pursue a selection of synthesis and isolation experiments emphasizing benzene ring and carbonyl chemistry, verifying product identity using both standard and spectroscopic methods. Finally, those techniques will be used to identify an unknown. Four hours of lab per week. Prerequisites: Chem 311L, corequisite Chem 312.

CHE 315 Analytical Chemistry (4 credits)

Mastering laboratory and instrumental techniques to obtain reliable quantitative measurements of chemical systems; the "how" and "why" of designing experimental approaches to break free of laboratory manuals. How analyses and instruments work, and how to get the most out of them. Three hours of lecture and three hours of lab per week. Prerequisites: Chem 206, 206L.

CHE 355L Intermediate Organic Lab (1 credit)

This course will normally accompany Chem 361, providing the student with expanded wet chemical and spectroscopic opportunities not possible at the introductory level. Activities will include more detailed investigations of reaction mechanisms and hands-on employment of more sophisticated equipment and spectroscopic and analytical techniques. Four hours of lab per week. Prerequisites: Chem 312L and Chem 371.

CHE 361 Intermediate Organic Chemistry (3 credits)

A return to selected topics of the introductory organic course. Particular attention will be paid to deepening the understanding of bonding in organic molecules and to a more detailed consideration of the effects of structure on organic reaction mechanisms. Three hours of lecture per week. Prerequisite: Chem 312.

CHE 371 Spectroscopy & Separations (3 credits)

This course will introduce the modern concepts and techniques of spectroscopy and separation primarily, but not exclusively, of organic molecules. Both topics will cover with in considerable detail building on techniques and theories developed at the introductory level. Students will learn hands-on use of all of the appropriate equipment and instrumentation and will use the data generated as part of routine laboratory operation. The course will be required of Chemistry majors and must be taken with Chem 311L. Three hours of lecture per week. Corequisites: Chem 311 and Chem 311L.

CHE 401 Thermodynamics & Kinetics (3 credits)

Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Three hours of lecture per week. Prerequisites: Chem 206, Phys 201 or Phys 211, Corequisite Math 222.

CHE 401L Physical Chemistry Techniques (1 credit)

The use of instruments to investigate the physicochemical properties of chemical systems will be studied in the laboratory. Experiments illustrating thermodynamic and kinetic principles will be performed. The relationship of physical chemical theory and practice will be developed. Three hours of lab per week. Prerequisites: Chem 315. Co-requisite: Chem 319 or 401.

CHE 404 Biochemistry I (3 credits)

A study of biologically fundamental monomers, polymers and molecular aggregates emphasizing the structure and function of proteins. Prerequisites: Chem 312.

CHE 404L Selected Topics in Experimental Biochemistry (1 credit)

In this laboratory the student will apply some familiar chemical techniques and acquire more specialized techniques in carrying out experiments with what are generally considered "biochemicals": amino acids, lipids, peptides, and proteins. Four hours of lab per week. Prerequisites: Chem 312L or Chem 315. Co-requisite Chem 404.

CHE 447 Bonding & Structural Inorganic Chemistry (3 credits)

The quantitative aspects of theories of bonding and structure are introduced, including elementary quantum mechanics. Theoretical and practical aspects of spectroscopy as related to bonding and structure are explored. A more sophisticated treatment of chemical periodicity, bonding in solids, organometallics, transition metals, acid-base reactivities, and electrochemistry is developed. Three hours of lecture per week. Prerequisites: Chem 206, Math 222, Phys 212 or 202.

CHE 453 Biochemistry II (3 credits)

This course is a continuation of Chem 404. The term will include quantitative and mechanistic attention to ligand binding and enzyme mechanisms and will similarly address selective portions of the primary metabolic system. Three class hours per week. Prerequisite: Chem 404

CHE 455 Senior Seminar (2 credits)

This course is open only to and is required of all senior Chemistry Department majors. The student will establish a work portfolio including hands-on skills with instrumentation and familiarity with definable advanced techniques. Examples of report writing skills will be included. In addition, the student will learn to search the chemical literature both on and off-line and to give oral and written presentations resulting from a schedule of regular attention to the current literature.

Communications & Performing Art

COM 103 Speech Communications (3 credits)

This basic communications course combines communications theory and public speaking. Course focuses on how to structure and present public presentations within the context of the dynamic process of speech communications.

COM 181/182 Production Experience (1 credit each)

Practical applications and extension of theory and-technique covered in communications courses in performance and production. Experiences may range from acting to stage management to crew or technical work.

COM 183 Publication Production (1 credit)

A practical experience in the publication production of the newspaper or yearbook, including basic layout design and copy writing. Students will learn the necessary skills for copy writing and designing a publication, while producing *The Lance* or *The Lamp and Shield* for the St. Andrews community. During this experience, students will gain an understanding of journalism and graphic design.

COM 230 Mass Communications (3 credits)

An introduction to contemporary theories of mass communications, this course offers an examination of print and electronic media in relation to society. Special attention is given to the evolution of mass media and to such issues as freedom of the press, censorship, and government regulations. In addition, the course encourages students to develop their own critical framework for intelligent consumption of mass mediated fare.

COM 245 Oral Interpretation I: Voice & Diction (3 credits)

Oral interpretation of poetry, prose and dramatic literature. Class will emphasize analysis and performance with special attention to voice and diction.

COM 331 Mass Culture in the Modern United States (3 credits)

This course studies the development of a mass culture, including such developments as radio, movies, television, consumer products, popular music, and sports,

from the late 19th and early 20th centuries to the present. This course is a critical examination of how the mass culture has shaped and been shaped by 20th century American society.

COM 333 Journalism (3 credits)

A practical and theoretical study in writing and editing for newspapers and magazines, including examination of problems in editing for radio and television. The course will stress skills in identification of major 20th century figures and events, spelling, and map study, as well as journalistic forms. Prerequisite: typing ability and permission of the instructor. Seniors will have preference.

COM 339 Public Relations (3 credits)

A practical exploration of the practice of public relations stressing writing for public relations. Course will focus on the relationship between public relations theory and practice including development of an information campaign. Prerequisite: Com 230.

COM 340 Video Production (3 credits)

A survey of video production techniques, including camera operation and writing for video and television. Students participate in television production and gain an understanding of both technological and artistic aspects of the medium.

COM 345 Oral Interpretation II (3 credits)

Advanced work toward oral interpretation of poetry, prose and dramatic literature. Class will emphasize analysis and performance with special attention to voice and diction.

COM 347 Publication Management (3 credits)

An experience in managing all phases of the production of the newspaper or the yearbook. Students will be responsible for the specifications of the publication, overall design, managing the staff, copy writing and editing, setting deadlines and handling the logistics necessary for the publication. Students will gain an understanding of being a managing editor and directing a staff. Open only to the editors-in-chief of *The Lance* and *The Lamp and Shield*.

COM 381/382 Advanced Production Experience (1 credit each)

Practical applications and extension of theory and technique covered in communications courses in performance and production. Experiences may range from acting to stage management to crew or technical work.

COM 422 Senior Seminar (3 credits)

Seminar participants will work on individual projects in video, performance, or scripting. Course is intended to provide a capstone experience for all majors. Prerequisite: late junior or senior standing.

COM 440 Advanced Video Production (3 credits)

Advanced video production techniques including camerawork, editing, and floorwork. Class participants produce segments of a television talk show. Prerequisite: Com 340.

Computer & Information Science

CIS 111 Introduction to Computer Usage (3 credits)

An introduction to DOS, MS Windows, and MS Office Pro for the general student. This course concentrates on the basic skills and knowledge needed to use a computer in everyday life. The emphasis is on word-processing and the use of spreadsheets with an introduction to database and presentation software.

CIS 121 Introduction to Programming (3 credits)

An introduction to algorithmic problem solving by means of reading, designing, writing, testing, and documenting computer programs using Pascal with objects and Visual Basic.

CIS 221 Let's "C" (3 credits)

An introduction to object oriented design and programming with algorithmic development in C, C++ and Java, and the fundamental operation of computer programs. Prerequisite: CIS 121.

CIS 233 Introduction to Computer & Information Organization (3 credits)

Discussion of the hardware, systems software, and architecture of typical computer systems. Topics such as chip and register level processes, operating system functions, parallel processing, time sharing, input and output processing, etc. Prerequisite: CIS 221.

CIS 331 Database Management (3 credits)

A study of the implementation of computer-based information systems in a database environment. Emphasis is on design and documentation. Topics include database architecture and the role of the database in organizations. Prerequisite: CIS 221

CIS 332 Data Structures & Algorithm Analysis (3 credits)

A study of data organization concepts using arrays, stacks, queues, linked lists, tables, and trees. Use of recursion and hash coding in algorithms and data structures. Analysis of algorithms and basic sorting techniques will also be studied. Prerequisites: CIS 233 (or permission of instructor).

CIS 335 Computer Information Systems (3 credits)

Focuses on (1) specification of information requirements associated with organizational decision-making, (2) identification of data sources, (3) matching of information requirements with data sources into information flows, and (4) evaluation, modification, and integration of information flows into information systems. Prerequisite: CIS 331.

Creative Writing

CW 221 Creative Writing (3 credits)

Students will study models of traditional and experimental poetry, fiction and drama as they develop their own voices and styles. Fine Arts breadth course.

CW 331 Script Writing. (3 credits)

The study and writing of scripts (both creative and commercial) for TV and radio, as well as the writing of one-act plays. Prerequisite: CW 211 or consent of instructor.

CW 230/330 Creative Non-Fiction (3 credits)

Practice in writing toward non-fiction (but imaginative) books and articles in multiple areas. Prerequisite: CW 221 or consent of instructor.

CW 332 Creative Writing Workshop (3 credits)

Advanced development of the individual writer's products. Frequent guest lectures. Prerequisite: CW 221 and junior standing or consent of instructor.

CW 249/349 Creative Symposium I, II, III, IV (3 credits each)

Students attend one two-hour class session per week *in addition to* attending the weekly Writer's Forum, followed by discussion sessions with the writers of the week. Symposium I will focus on Post-Modern Poetry, II on Contemporary Criticism and Fiction, III on Traditional Forms of Verse, and IV on Modern and Post-Modern Dramatic Forms. Appropriate texts, papers, and journals required. Limited to Creative Writing majors and minors, and to students on Creative Writing scholarships. A maximum of 12 credits may be earned in Creative Symposia.

Sections:

- A. Creative Symposium I
- B. Creative Symposium II
- C. Creative Symposium III
- D. Creative Symposium IV

CW 413 The Writing of Verse (3 credits)

Advanced study and practice in the composition of poetry. The course will include attention to traditional and contemporary poetry writing and publishing, as well as modern literary criticism and manuscript marketing. Prerequisites: CW 221 and ENG 252, or permission of the instructor.

CW 414 Writing Fiction (3 credits)

Students will write short stories. The instructor will discuss writing with individuals and groups. Writing problems and related student needs will direct the teaching. Good short stories will be read as examples to discuss and examine. Prerequisite: CW 221 or permission of instructor.

CW 479 Thesis & Presentation (4 credits)

Creative Writing majors will submit a creative thesis, participate in an oral defense of the thesis and of their own creative theory before a committee of three faculty members, and participate in a public oral presentation of their work as the culminating activity in the course. The thesis may be in one or several genres and generally will be between 30 and 50 pages in length. In the case of a novel, the student will produce an outline and at least 3 chapters of the work. A professional writer may be substituted for one of the faculty committee members if the student desires. Prerequisites: CW 413 and CW 414, or equivalent.

Developmental Studies

DST 120 Skills Seminar Part I (1 credit)

Skills Seminar Part I will meet 3 days a week. This is a 1 credit Pass/Fail course. The course is taught by the Director of Special Academic Services. Two days a week, the course will be in the format of a supervised study hall. The third day is used to teach study skills, in conjunction with the SAGE 100 course. We will cover time management, organization, study skills, test taking skills, notetaking techniques and paper writing skills. If the student successfully meets the requirements of the Assist Program after the first term, then the student does not need to take Skills Seminar Part II. For further information on the requirements of the Assist Program, refer to the description in the "Academic Program" section of the catalog.

DST 121 Skills Seminar Part II (1 credit)

Skills Seminar Part II is a continuation of Part I and will reinforce SAGE 100 and Skills Seminar Part I topics and work. Skills Seminar Part II will meet 3 days a week. This is a 1 credit Pass/Fail course. It will follow the same format as Skills Seminar I. For further information on the requirements of the Assist Program, refer to the description in the "Academic Program" section of the catalog.

Education

EDU 235 Curriculum & Instruction (2 credits)

This course is designed to teach students to develop instructional goals, plan learner-centered instructional activities, select appropriate instructional materials, and develop, evaluate and revise instructional plans. Students will also learn to design curriculum. Required for all teacher education majors. Fall Demisemester II

EDU 236 Technology for Educators (2 credits)

This course focuses on the North Carolina advanced technology competencies for educators. Emphasis is placed on using technology-based tools to facilitate teaching strategies specific to meet curriculum goals and manage instruction. Required for all teacher education majors. Fall Demisemester I

EDU 246 Education, Culture, & Society (3 credits)

An introduction to the teaching profession, history of education, school structure and organization, the role of federal, state and local agencies, philosophies of education and their application, as well as current issues and trends. Topics addressed include professional and multicultural issues, school governance, finance, reform movements, and school law. Students will be assigned to a school setting classroom for field observations. Fulfills the Social and Behavioral Sciences breadth requirement. Required for all teacher education majors. Prerequisite: sophomore standing required. (Social and Behavioral Science Breadth Course) Spring Semester

EDU 308 Human Development (3 credits)

This is a survey course and study of the developmental needs of children. It covers the periods of prenatal development through adolescence. It provides an

introduction to the physical, cognitive, emotional, and social development of each stage: prenatal, birth to two, the pre-school years, the middle years, and adolescence. Emphasis is placed on major theories of development, particularly Piaget. The course includes a series of lectures, readings, videos, class activities, presentations, group discussions, articles/current events, two outside observations, and a major case study. Required for all teacher education majors. Spring Semester

EDU 322 Reading & Writing in the Content Areas, 7-12 (2 credits)

This course is designed to prepare students for teaching reading and writing skills to middle and high school students in physical education and health. The course will present an overview of the major approaches used to teach communications skills, which include reading, writing, speaking, listening and viewing. Theory in cognitive psychology and research in the criticality of literacy for all students provide the foundation for the course. Cooperative learning, textbook analysis, and various assessment procedures will also be reviewed. Students will be required to teach demonstration lessons, participate in a field experience, develop a portfolio, and participate actively in the classroom's learning community. Required for Physical Education, K-12 majors. Prerequisite: Formal admission to teacher education program. Fall Demisemester I

EDU 323 Testing & Evaluation in the Classroom (2 credits)

This course focuses on both assessing and evaluating student achievement. Students will develop assessment instruments such as teacher-made tests and examine the use of standardized testing in education. Emphasis will be placed on designing performance-based assessment tools such as portfolios for the learner-centered classroom. Required for all teacher education majors. Fall Demisemester II

EDU 324 Educational Psychology (2 credits)

This course focuses on the study of motivational and behavioral theories as they apply to classroom instruction and classroom management. Students will be assigned to a school setting for field observations. Required for all teacher education majors. Prerequisites: Psy 101 or Edu 308. Fall Demisemester I

Reading & Language Arts

Reading and Language Arts is a two semester course designed to introduce students to the teaching of reading and language arts in the elementary classroom. The course, to be taken in sequence, will present an overview of the theoretical frameworks and major approaches used to teach an integrated language arts program, from cognitive psychology to emergent literacy, the use of authentic literature and alternative forms of assessment. Integrating reading with writing, listening, speaking and viewing to develop an appropriate model of language arts instruction will be the course focus. Students will be required to integrate children's literature into their studies, to teach demonstration lessons, to read and reflect, and to participate actively in the classroom learning community. Development of a literacy unity, a portfolio, and participation in a field experience complete primary course requirements. The following two-course sequence is required for all elementary education majors.

EDU 336 Reading & Language Arts I (4 credits)

This course will focus on knowledge and methods for teaching K-3 reading and language arts. Required for elementary education majors. Prerequisite: Formal admission to teacher education program. Fall Semester

EDU 338 Reading & Language Arts II (4 credits)

This course will focus on knowledge and methods for teaching 4-6 reading and language arts. Required for elementary education majors. Prerequisite: Formal admission to teacher education program. Spring Semester

EDU 339 Teaching Social Studies in the Elementary School (3 credits)

Explores the teaching of social studies within the context of an increasingly complex and global society. The course includes an overview of national and state social studies curriculum guidelines and a survey of the activities, materials and methods to effectively teach history, geography, civics, economics, sociology and anthropology in grades K-6. Course requirements include the development of an interdisciplinary unit, designing learning centers, designing a Jackdaw. Required for all elementary education majors. Prerequisite: Formal admission to teacher education program. Fall Semester

EDU 341 Teaching Science in the Elementary School (3 credits)

The course presents a survey of the activities, materials, and methods to effectively teach life, earth, and physical science in grades K-6. Emphasis is placed on designing, selecting, implementing and evaluating science learning experiences. Required for elementary education majors. Prerequisite: Formal admission to teacher education program. Spring Semester

EDU 342 Teaching Mathematics in the Elementary School (4 credits)

The course presents a survey of activities, materials, and methods to effectively teach mathematics in grades K-6. Emphasis is placed on methods for helping students learn mathematical concepts, skills and problem-solving techniques. Students are required to teach demonstration lessons, develop learning centers and prepare a series of activities for a community-based program for K-6 students in year-round schools. Required for elementary education majors. Prerequisite: Formal admission to teacher education program. Fall Semester

EDU 355 The Exceptional Child (3 credits)

This course introduces the student to the exceptional child. Mental Retardation, Behavior Disorders, Learning Disabilities, Communication Disorders, Autism, Hearing Impairments, Visual Impairments, Physical and Health Disorders and the Gifted and Talented are discussed. Effective classroom and behavioral management techniques are explored, along with the educator's legal and ethical responsibility to exceptional children, working under state and federal guidelines. Ways to adapt the regular classroom environment, expectation, and requirements to appropriately meet the needs of mainstreamed students are also discussed. Students learn to use referral services and community resources through the creation of a Community Resource Guide. Multi-sensory lesson plans, as well as, task analysis, are created by each student. Required for all teacher education majors. Prerequisite: Formal admission to teacher education program. Spring Semester

quisites: Psy 101 and formal admission to teacher education program. Spring Semester

EDU 357 Music in the Elementary School (2 credits)

The course is designed to introduce students to the teaching of music in grades K-6. It will present a study of the fundamentals of music as well as a survey of musical styles. The students will examine strategies for integrating music across the curriculum. The students are required to teach a series of demonstration lessons. Required for elementary education majors. Fall Demisemester II

EDU 362 Art in the Elementary School (2 credits)

A study of the art produced during successive developmental stages of childhood and early adolescence as a revelation of the total child. The course provides theoretical and practical experience in preparation for teaching art in an elementary classroom. Required for Elementary Education majors. Fall Demisemester I

EDU 423 Student Teaching (10 credits)

Students are placed in a public school setting for fourteen weeks under the direction and supervision of a college supervisor and a public school cooperating teacher. Elementary Education majors will spend seven weeks in a primary classroom (K-3) and seven weeks in an upper elementary classroom (4-6). Physical Education, K-12 majors will also complete two seven week placements choosing two of the following: elementary, middle school, or high school. The practicum provides an opportunity for the student to demonstrate in practice that they are Learner-Directed Proactive Teachers. Prerequisite: Recommendation of the Teacher Education Committee and successful completion of professional courses. Required for all education majors. Fall & Spring Semester

EDU 425 Student Teaching Senior Seminar (2 credits)

A weekly seminar for student teachers to reflect on their experiences in the classroom that impact student learning and development. Topics addressed in the seminar include classroom management, evaluation of instruction, technology, planning and instruction, and career planning. Teachers and administrators from local school districts are invited to participate to share their experiences and expertise with the student teachers. Taken concurrently with Edu 423. Required for all education majors. Fall and Spring Semester

English

ENG 209 Survey of American Literature (3 credits)

An overview of American literature from Colonial times through the present. (Humanities Breadth Course)

ENG 210 Classics of the Western Literary Tradition (3 credits)

Studies in the major formative classics of the West. Emphasis will be on the continuing significance of these texts for understanding the human condition. (Humanities Breadth Course)

ENG 211 Masterpieces of English Literature (3 credits)

A survey of major works of English literature. Readings will generally be drawn from Beowulf, Chaucer, Spenser, Milton, Donne, Dryden, Pope, Johnson, Wordsworth, Shelley, Keats, and Browning. Special attention will be given to the themes of perennial interest such as love and death, man and woman, freedom and servitude. (Humanities Breadth Course)

ENG 230 Legends of King Arthur (2 credits)

This course will feature an investigation of the medieval legends surrounding King Arthur and his court. Class discussion and readings will focus on Malory's Morte D'Arthur, the Lancelot-Guinevere romances, and the legends of the Holy Grail. Students will be encouraged to explore modern versions of the Arthurian legends to complement the medieval focus of the course materials.

ENG 236/336 Post-Modern Poetry (3 credits)

A study of contemporary poets since the "Eliot/Pound Modernist era," this course will extend from Thomas and Auden, through the Black Mountain Movement and San Francisco Renaissance to the present, ranging from experimentalists like Olson and Creeley, through formalists such as James Merrill, to cutting edge writers like Rita Dove and Ai.

ENG 237/337 Japanese Fiction & Film (3 credits)

A course designed to familiarize students with the Japanese culture and aesthetic through 20th century novels and motion pictures. Among writers stressed will be Kawabata, Tanizaki, Mishima, Abe, and Oe and filmmakers Kurosawa, Hani, Ozu, and Ichikawa.

ENG 252 Modern Poetry (3 credits)

Readings from a wide selection of modern poets. Special attention will be given to Hopkins, Yeats, Frost, Pound, Williams, Eliot, Laughlin and Kizer. (Humanities Breadth Course)

ENG 278 Introduction to Literary Theory (3 credits)

Literary theory roughly refers to the debate over the nature and function of reading and writing; it is a shared commitment to understanding how language and other systems of signs provide frameworks which determine how we read, and more generally, how we make sense of experience, construct our own identity, and produce meaning in the world. This course will require reading a substantial amount of conceptually complicated texts, writing in a variety of discourse modes, and developing one or several theoretical approaches to literature.

ENG 301 Shakespeare (3 credits)

A study of major histories, comedies, and tragedies of Shakespeare against the background of the English Renaissance. Particular emphasis will be placed on the variety of critical approaches possible in a study of Shakespeare. Prerequisite: English 211 or junior standing.

ENG 308 Victorian Literature (3 credits)

A study of the poetry of Tennyson, Browning and the pre-Raphaelites and of selected prose writings of Thomas Carlyle, Matthew Arnold, Thomas Huxley, and Charles Dickens, George Eliot, and Thomas Hardy. Special attention will be given to the continuing human problems which these authors addressed in the Victorian world. Prerequisite: English 211 or junior standing.

ENG 311 The American Renaissance (3 credits)

A study of the literature of the American Renaissance with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: English 209 or junior standing.

ENG 317 Literature of the Romantic Period (3 credits)

A study of the chief poets and critics of English Romanticism. Prerequisite: English 211 or junior standing.

ENG 325 Medieval Literature (3 credits)

This course will offer students the opportunity to explore the literature of the High Middle Ages. Readings will include selections from Chaucer's *Canterbury Tales*, medieval drama, Arthurian romances, lyric poetry of love and faith, and the works of medieval women mystics. Prerequisite: English 210 or 211 or junior standing.

ENG 334 American Fiction of the 20th Century (3 credits)

A study of representative American fiction of the 20th century from a variety of traditions and ethnic perspectives. Prerequisite: junior standing or permission of the instructor.

ENG 335 The Modern Novel (3 credits)

A study of representative novels of the 20th century from a variety of traditions, cultures, and ethnic perspectives. Prerequisite: junior standing or permission of the instructor.

ENG 338 18th Century Comedy & Satire (2 credits)

This course will provide an opportunity for detailed study of the dramatic comedy and prose satire of the 18th century. Readings will include the plays of Wycherley, Etherege, Congreve, Aphra Behn, Sheridan, and Goldsmith and the prose of Swift. Prerequisite: junior standing or permission of instructor.

ENG 340 T. S. Eliot (3 credits)

A detailed study of the plays and poems of this 20th century mover and shaker. Eliot's social and literary commentary will also be examined. Prerequisites: ENG 209 or ENG 252, or consent of instructor.

ENG 342 Women Writers of the South (3 credits)

This course provides an opportunity for the study of fiction and non-fiction by such well-known writers as Mary Boykin Chestnut, Harriet Jacobs, Kate Chopin, Lillian Hellman, Zora Neale Hurston, Eudora Welty, Doris Betts, Alice Walker and Lee Smith. Through the readings of diaries, short stories, plays and novels, stu-

dents will explore the literary achievements of these and other writers, and the social conventions that influenced their lives and works. Prerequisite: English 209 or junior standing.

ENG 359 Renaissance Literature (3 credits)

Students will explore the works of the major English poets and dramatists of the late 16th and early 17th centuries, excluding Shakespeare. Themes such as the triumph and tragedy of marriage, the quest for love and faith, the delights of the simple life, and the role of the poet as a courtier, lover, visionary, and satirist will help focus discussions of works by Spenser, Sidney, Webster, Jonson, Donne, Herbert, and Marvell. Prerequisite: English 211 or junior standing.

ENG 362 Saints & Heroes of the Middle Ages (3 credits)

An introduction to some of the major epic cycles and legends of the Middle Ages and their iconography as reflected in works of art in Tyrolean castles, churches, and museums. Readings will include *The Niebelungenlied*, *Tristan*, *Yvain*, *The Song of Roland*, and *Sir Gawain and the Green Knight*. This course is only offered overseas as part of the Brunnenburg program. (Humanities Breadth Course)

ENG 371 The Cantos: American Epic (3 credits)

A study of Ezra Pound's "Cantos" in relation to the poetry, politics, and philosophy of the 20th century. Attention will be given to other major poets of the time. This course is only offered overseas as part of the Brunnenburg program. (Humanities Breadth Course)

ENG 372 Myth & Agro-Archaeology (3 credits)

An academic and field study of mythology and agriculture as the roots of culture, government and the fine arts. This course is only offered overseas as part of the Brunnenburg program. (Humanities Breadth Course)

ENG 376 Anglo-Irish Literature (3 credits)

An intensive study of the Anglo-Irish importance to the canon of literature in English, emphasizing the contributions of Shaw, Wilde, Yeats, Joyce, and Beckett. Prerequisites: ENG 211, ENG 252 or junior standing.

ENG 377 Whitman/Dickinson (3 credits)

Perhaps no two writers have so dominated and changed the course of the 19th century of American letters as Walt Whitman and Emily Dickinson. Often juxtaposed Whitman and Dickinson seem to provide perfect foils for the work of each other. This course will take up these two poets as sites of contending practices of prosody and vision. Our investigation will focus primarily upon their poetry, but we also make brief forays into their unique biographical histories, approaches to prosody, and ranges of critical interpretation. There will be a variety of discourse opportunities, including; journal work, creative expression, and expository writing.

ENG 401 Milton (3 credits)

Intensive reading of Milton's poetry with major emphasis on *Paradise Lost* and *Samson Agonistes*. Collateral readings from the prose. Prerequisite: English 211 or junior standing.

ENG 453 Senior Portfolio & Review (1 credit)

This course will provide an opportunity for senior English majors to collect and reflect upon samples of their skills in written literary analysis, to receive faculty evaluation of their work, and to prepare their postgraduate reading list. Required of senior English majors.

ENG 497 Academic Honors (3 credits)

Open by invitation of the faculty only. Exceptional work done by the student, working independently under faculty supervision, in traditional, comprehensive, systematic research over an extended period of time resulting in a senior thesis or project of high merit.

Environmental Studies

EST 202 Introduction to Environmental Studies (3 credits)

An interdisciplinary introduction to contemporary environmental problems, including overpopulation, biodiversity, pollution, and waste disposal/reduction. Causes and possible solutions of such problems will be explored from the perspectives of economics, politics, literature, philosophy, and psychology.

EST 325 Physical Geography (3 credits)

An analysis of the spatial distribution and character of environmental elements, including climate, landforms, vegetation and soils. Problems arising from intensive use of the earth by modern society, including the use of earth materials, energy resources and groundwater will be considered, along with an introduction to land use planning. Prerequisite: Biology 212, Concepts in Biology II or permission of instructor.

EST 345 Environmental Economics & Policy Analysis (3 credits)

An analysis of current environmental policy from an economic perspective. This course will explore the economic origins of many environmental problems and the merits of alternative public policy instruments. Specific environmental problems which will be addressed include: acid rain, global warming, fisheries depletion, temperate and tropical deforestation, ozone depletion, pollution of the aquatic ecosystems, and species extinction. Prerequisite: B/E 231, or permission of instructor.

Exercise Science & Sport

(For activity courses, see physical education activities under physical education.)

ESS 151 Therapeutic Riding Volunteer Experience (1 credit)

A volunteer experience that enables students to obtain hands on participation in a therapeutic riding program. Students receive volunteer training prior to assisting in a therapeutic riding class. Students will maintain a log about their experience that will be turned in for feedback. This course is a prerequisite for all other therapeutic riding courses.

ESS 215 Skill Analysis: Individual Sports (1 credit)

An introductory course in which the students become acquainted with the basic skills, rules, and terminology of various individual sports — badminton, pickle ball, racquetball, tennis, golf, etc. Emphasis will be on performance skill development, the development of original games, and the opportunity to teach and analyze the various sport skills utilized in the sports studied.

ESS 216 Skill Analysis: Team Sports (1 credit)

An introductory course designed to subject the student to the basic team concepts and team building skills, rules, and terminology of various team sports - basketball, volleyball, soccer, softball/baseball. Opportunities to teach and analyze the various team sport skills will be a major emphasis.

ESS 217 Skill Analysis in Swimming (1 credit)

An introductory course in which the student becomes acquainted with water safety issues, approaches to enable students to overcome a fear of the water, and the the analysis of the skill development necessary to learn to swim. Students will gain practical experience in the teaching of swimming by working with the Scotland County fourth grade swimming program as teaching assistants. Prerequisites PE 210 or Red Cross Certification at the Swimmer Level or above

ESS 218 - Skill Analysis Gymnastics & Dance -(1 credit)

A course designed to introduce the content and methods for instructing gymnastics and dance courses. Training principles for teaching various forms of dance, gymnastics and conditioning for these skills are presented through lecture and activity.

ESS 219 Field Experience Teaching Health in the Elementary School (1 credit)**ESS 225 Human Anatomy (4 credits)**

An introductory course which offers the student insight into the structure of the human biological systems: skeletal, muscular, integumentary, digestive, endocrine, nervous, cardiovascular, lymphatic, articular, lymphatic, respiratory, urinary and reproductive. Particular emphasis will be placed on the muscular and skeletal systems. Three majors hours of lecture and three hours of laboratory per week. Laboratories will utilize CD rom technology, as well as Kinesthetic models to study the basics of human structure and function.

ESS 226 Human Physiology (4 credits)

An introductory course which enables the student to understand the concept of “homeostasis” as it relates to the systems and functions of the human body. Through computer simulations of changes in all the various body systems, students will explore the interrelatedness of the body’s systems and the body’s majors drive to keep its needs met within certain parameters. Three hours of lecture and three hours of laboratory per week. Prerequisite: ESS 225 Human Anatomy (except for Psychology Majors)

ESS 227 Community Health, First Aid & CPR (2 credits)

An introduction to current issues of health, personal and social needs of the

individual and the community. Two independent but related focuses are (1) multiple dimensions of health and (2) the development of the tasks of the college student. Also, the principles and applied techniques of first aid and cardiopulmonary resuscitation for home, school, and community are provided. Red Cross Certification in first aid and CPR will be attainable. A nominal fee payable to the Red Cross will be charged to cover costs of books and certification.

ESS 228 Principles of Officiating (2 credits)

An introductory course in which the student becomes acquainted with the many different aspects of officiating to include: general characteristics of a good official, psychological characteristics, benefits of officiating, methods and techniques of officiating and opportunities and levels of officiating. The student will study the role of the official, the rules, signals, etc. in several team sports: soccer, volleyball, basketball, softball, baseball and lacrosse.

ESS 229 Sport Coaching Principles (2 credits)

Basic principles of coaching youth sports from elementary grades through the high school level. Includes an overview of fundamentals, drills, strategy, philosophy, ethics, physiology, biomechanics, psychology and sports medicine applicable to the various sports discussed. Emphasis will be on providing a healthy enjoyable sport experience at an appropriate level of training.

ESS 231 Foundations & Principles of Physical Education & Sport (3 credits)

An overview of the meaning and significance of physical education including historical, philosophical, and professional considerations

ESS 233 Methods of Teaching Physical Education & Health in the Elementary School (3 credits)

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades K-6. Emphasis is placed on teaching fundamental motor skills and promoting personal fitness through a variety of activities including dance, tumbling, human movement, and games. Students will also examine methods for developing positive attitudes, behaviors, and concepts for living healthy lives. A field experience will place students in a school setting for observation and with limited teaching responsibilities.

ESS 235 Principles of Adapted Physical Education (3 credits)

An introduction to physical education and sport for the exceptional student. Emphasis on understanding the physical, mental and emotional needs of the population with disabilities in the educational setting. Instruction in application of methods for adapting activities and programs to accommodate the needs of this population. Topics include legal and social responsibilities. Two hours lecture, one hour laboratory.

ESS 236 Basic Techniques in Athletic Training (3 credits)

An introduction to the basic principles and techniques applied in the prevention, treatment and rehabilitation of athletic injuries. Students become acquainted with athletic training, emergency medical treatment, equipment and supplies.

ESS 240 Stable Management (2 credits)

This class is an introduction to the multiple aspects of stable management as practiced by the individual owner as well as a multiple horse facility. This course will provide you with much of the background information a stable manager needs and will afford you the opportunity to be introduced to the necessary skills and begin to become proficient at performing them.

ESS 240L Stable Management Lab (2 credits)

Through hands on work experience you will be introduced to the challenges, routines, skills, tediousness, physical labor, and keenness and sensitivity of eye that are parts of becoming a good stable manager.

ESS 241 Horse Science (3 credits)

The student will acquire a thorough working knowledge of the horse's functional anatomy, common ailments and parasites with a special emphasis placed on the skeletal, muscular, and digestive systems. The student will be able to relate the study of the equine anatomy and physiology to horse husbandry in both theory and practice. The student will develop the ability to express their understanding of the knowledge base in both written and oral formats.

ESS 246 Therapeutic Riding Principles & Concepts (3 credits)

In this Introductory course to Therapeutic Riding, basic information about the history of Therapeutic Riding, the organization and administration of programs, training volunteer helpers, selecting and training horses, developing a TR facility, conducting publicity, public relations and fund raising activities, choosing a rider population and learning special mounting procedures will be explored. Students will have the opportunity to participate in a variety of hands-on experiences including one-on-one supervised teaching with a small group of disabled students. Students will also conduct basic facility assessments and horse evaluations.

ESS 247 Pre-Internship Seminar (1 credit)

This course will prepare students for an internship experience in the equine industry. Students will learn how to prepare a letter of introduction and a resume, how to find and evaluate appropriate internship sites, how to set initial internship goals and objectives, how to choose an internship supervisor and devise a suitable internship evaluation method, and how the internship can lead to a permanent vocation. Students will discuss the ethics, constructive criticism, confrontation, work-ethic, personality and management styles as they relate to a successful performance in the work place. This course will include role playing situations for students using video-tape replay and discussion. Prerequisites: Sophomore standing

ESS 257 Divemaster (2 or 3 credits)

This course requires 24 hours of academic work, 8 hours of CPR and First Aid training, 25 hours of confined water training, 6 hours of specialized skill training, 48 hours of open water instruction supervised by as advisor, and 8 hours of underwater map design. To receive three hours of credit, a student would need to com-

plete the Professional Association of Diving Instructors' Certification(PADI) requirements while a student at St. Andrews College. Fee required for the course. Prerequisites: PADI Open Water, Advanced Water, Rescue Diver and Medic First Aid Certification.

ESS 319 Field Experience Teaching Health in the Secondary School (1 credit)

ESS 325 Kinesiology & Biomechanics (4 credits)

A study of the principles of human movement and application of skill analysis to the improvement of performance combined with an introduction to the principles of mechanical analysis in the study of anatomical and functional human movement. Particular emphasis on the analysis of techniques applied in sports. Prerequisite: ESS 245 and ESS 225 and ESS 226

ESS 326 Practicum in Officiating (2 credits)

An opportunity for application of officiating skills, techniques, rules, judgment will be given to the student through on-the-field/court experiences. Students will have officiating opportunities through intramural athletic events, varsity practices and scrimmages, park & recreation leagues, and other youth leagues within the local community. Certification exams may be taken in certain sports; a minimal fee is required for the certification exams.

ESS 327 Sport Coaching Practicum (2 credits)

Introductory level opportunities for application of coaching skills and techniques will be given to the student through on-the-field/court experiences. Students will have coaching opportunities through intramural athletic events, park & recreation leagues, or other youth leagues within the local community.

ESS 328 Sports Law (2 credits)

This course will examine issues related to sports and the litigation explosion. The world of physical activity is a place where accidents will always occur, making it a prime territory for litigation. This course will make students aware of the key issues related to safety, risk management, and proper supervisory requirements. Students will be expected to understand due process and the rights of coaches and teachers accused of negligent behavior in the profession. Prerequisites: ESS 231or ESS 335

ESS 331 Evaluation in Physical Education (2 credits)

A study of the measurement methods utilized in physical education (grades K - 12) and non-school settings. Emphasis on assessment and evaluation as a part of teaching. Introduction to the application of statistical techniques; criteria for test selection; curriculum development; creation and administration of testing programs; the interpretation and use of test results. Computer literacy will be introduced and enhanced. Prerequisite: junior or senior standing.

ESS 333 Methods of Teaching Physical Education & Health in the Secondary School (3 credits)

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades 7-12. Emphasis is placed on teaching

the skills and behaviors that promote physical fitness, lifetime activities, and a healthy lifestyle. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: formal admission to teacher education.

ESS 334 Motor Development (3 credits)

An overview of the processes by which simple and complex motor skills are learned, performed, and controlled is provided in this course. This course studies the progression of motor skills from infancy through adolescence with emphasis on the principles of motor development related to teaching motor skills. Prerequisite: Psychology 101 and junior or senior standing.

ESS 335 Foundations of Sports Management (3 credits)

This introductory course investigates the integration of business management principles into organizations whose primary focus is in physical education, athletics, fitness or sport business. Areas of focus will include the foundations and principles of management theory, leadership techniques, administrative philosophy, sports ethics, scheduling, budgeting, legal liability, facility management and human relations.

ESS 340 Equine Business Management (3 credits)

This course is designed to give the student insights into the various career paths within the horse industry and their experience and educational requirements. Principles of management, record keeping systems, liability and contracts, and developing a business plan will be considered in class discussions. Each individual will write a prospectus for a business they hope to enter in the future and develop a detailed individual business plan. Prerequisites: ESS 240 or 241 and BE 209

ESS 341 Preparation for ANRC-Rated Rider Testing (3 credits)

This course will provide the students with an in-depth study of riding theory and how it relates to successful performance. It will provide them the opportunity to develop their riding skills and to experience the practical applications of the acquired knowledge and skills from the perspective of the teacher, the trainer, the serious competitor, and the recreational rider. Students will be evaluated by outside examiners on the ANRC Rated Rider Exam of the appropriate skill level. Prerequisites: P.E. 262

ESS 342 Form to Function: Principles of Judging & Selecting Hunters (2 credits)

The purpose of this class is to enable the student to develop a strong theoretical grasp of the principles of horse construction and action. This knowledge will enable the student to evaluate the horse in terms of how his structure predisposes him to success in various athletic pursuits. The student will study the particular rules, practices, and current criteria in judging the hunter on the line and in performance. The theoretical knowledge will be put to practical tests at horse shows. Students will assess the responsibilities of judging and the qualities one must have to be a competent judge. Prerequisites: ESS 241 or Junior standing

ESS 346 Therapeutic Riding Methods & Techniques (3 credits)

This course will focus on the Therapeutic Riding Instructor. All of the aspects of being an effective instructor will be covered; including voice production, body language, dress, non-verbal communication. In addition to in lectures and laboratory, students will learn how to assess riders, assign volunteers, and use mounts for Therapeutic benefit. This course will also address the role of the TR instructor in a team setting. OSHA and ADA information will be reviewed for its applicability to TR activities. Students with the requisite teaching hours and horsemanship skills will be prepared to take the NARHA National Registered Instructor examination on successful completion of this course.

ESS 347 TR Program Management: Administration (2 credits)

This course will focus on the administration of the therapeutic riding program through hands on participation. The student will strategic plan, recruit, retain, and reward volunteers, promote the therapeutic riding program through public relations and marketing activities, organize and conduct a fundraising event, determine goals, objectives, and time lines, and write and present Board of Director Reports. Prerequisite: ESS 246

ESS 348 TR Program Management: Teaching (2 credits)

This course will focus on teaching in a therapeutic riding program. The student will organize and teach lessons to persons with disabilities, assign students, horses, and volunteers, train volunteers, train and maintain horses, maintain progress notes, and interact with parents, teachers, and other professionals. Prerequisite: ESS 346

ESS 351 Advanced Techniques in Athletic Training (3 credits)

Continuation of the practical applications and extension of the theory presented in ESS 236, *Basic Athletic Training*. The focus of the course will be on the evaluation, management and rehabilitation of representative sports-related orthopedic injuries. Prerequisites: ESS 245, ESS 236.

ESS 368 Sport Sociology (3 credits)

The study of sport from a social perspective taking into account factors of race, gender, religion, nationalism, history and philosophy as they relate to the growth and development of the sport experience, with particular emphasis on the American socio-cultural structure.

ESS 402 Exercise Physiology (3 credits)

Covers the theoretical foundations of this subdiscipline of physiology by studying ways in which the body functionally responds, adjusts, and adapts to exercise in an effort to maintain "homeostasis". Lecture combined with laboratory. Prerequisite: ESS 245, ESS 225 & ESS 226

ESS 410 Organization & Administration of Physical Education & Sport (3 credits)

This integrative course will expose the student to the principles of business, organizational behavior and management and encourage application of the knowledge from these areas to sport-specific organizations, including non-school programs. Topics to be covered include program development, office management

and staffing, facility management, logistics, fiscal responsibility, motivation, communication and policy development. Prerequisite: junior or senior standing.

ESS 423 Fiscal Management (2 credits)

This course will provide students with an extensive focus on the budgetary process. Students will examine the importance of line item budgeting and methods of supplementing inadequate budgets through fund raising efforts. Students will be required to develop budgets for athletic teams, PE programs, and a variety of physical activity programs. Students will be expected to gain full knowledge of the financial process of athletic and PE programs. Prerequisites: ESS 410 and/or BE 209

ESS 440 Introduction to Contemporary Riding & Teaching (3 credits)

Students will be acquainted with riding theory, history and current trends. They will develop an understanding of how one “learns” to ride and develop an understanding of the psychology and physiology of the horse and rider. They will identify the qualities of a good instructor and learn how to teach a lesson that is SAFE, builds confidence, provides an opportunity for improvement, and is fun. Prerequisites: PE. 262

ESS 453 Nutrition for Sport & Activity (3 credits)

Basic concepts of nutrition and the physiology of foodstuffs, with additional emphasis on underlying principles of biology and chemistry. Included is the application and study of theories of advanced nutritional techniques to the improvement and enhancement of physical fitness and sport. Prerequisite: ESS 210, CHEM 150

ESS 455 Therapeutic Modalities (3 credits)

An introduction to the modalities used in the treatment and rehabilitation of injuries. In-depth consideration of the principles of the physics and physiology of injuries and how modalities are incorporated into the healing process. “Hands-on” approach to the application of the modalities in the athletic training room. Prerequisite: ESS 236 or permission of the instructor.

ESS 465 Therapeutic Riding Issues & Ethics (2 credits)

This course will survey a variety of current issues and topics within the national and international fields of therapeutic riding. The students will review and discuss ethics in therapeutic riding. Problem solving, research, and critical thinking will be emphasized to provide students with skills to make sound judgments concerning issues and ethics in therapeutic riding. Prerequisites: ESS 246, ESS 346, ESS 2xx, and Junior standing

ESS 466 Survey of Specialties in Therapeutic Riding (2 credits)

This course will provide in-depth surveys of specialty areas in therapeutic riding. Specialties include: Hippotherapy, Equine Facilitated Therapy, Competition, Vaulting, Driving, Adult Riders, Education, Recreation and Leisure, and the Animal-Human Bond. NARHA sections and other national and international organizations will be discussed. Prerequisites: Junior Standing.

Foreign Languages

Chinese

CHI 151 Chinese Language I (3 credits)

This is an entry-level course in Chinese. Speaking and listening skills are emphasized. Students will be able to communicate about daily life and topics of interest. “Pinyin”—Mandarin romanization—is taught throughout the course. An introduction to the cultures of China. The course assumes active participation by the student.

CHI 152 Chinese Language II (3 credits)

This course is a continuation of 151 Chinese Language I. Emphasis is placed upon consolidating the student's knowledge of grammar, sentence patterns, and vocabulary. The student will advance from textbook Chinese to more practical daily usage. Prerequisite: Chinese 151 or permission of instructor.

French

FRE 151 French Language I (3 credits)

This is an entry-level course in French. All language skills are addressed, but emphasis is on speaking and aural skills. The course includes an introduction to the cultures of France and the Francophone world. The course assumes active participation by the student.

FRE 152 French Language II (3 credits)

This is a continuation of French 151. Prerequisite: French 151, or permission of instructor.

FRE 155 Practical French Conversation & Culture (3 credits)

A beginning course in both language and culture. Practical French in everyday use, especially for travel abroad. Knowledge of the culture is emphasized in this course. Although French 155 satisfies the Language/Culture breadth requirement, the course does not satisfy prerequisite requirements for 200-level French courses.

FRE 251 Practical French Conversation (3 credits)

This course stresses the development of oral communication in French. Topics deal with daily life, travel, education, shopping, and other situations common to the traveler. Prerequisite: French 152, or permission of the instructor.

FRE 252 French Composition I (3 credits)

Students develop from single sentence writing to longer forms of written expression, from guided compositions to freer paragraphs. Attention is given to differences between verb tenses and to idiomatic expressions. Review of grammar as necessary. Prerequisite: French 152, or permission of instructor.

FRE 253 French Readings (3 credits)

This course helps students bridge the gap from oral language to the written word through readings from a variety of sources. Emphasis is on reading and inter-

preting rather than on translation. Designed for students wanting to develop a reading knowledge of French or to prepare for graduate study in any field. Prerequisite: French 152, or permission of instructor.

FRE 254 Commercial French (3 credits)

An introduction to French as used in business and commerce. Emphasis is on technical vocabulary, business writing, exchange of information, and export-import. Prerequisite: French 152, or permission of instructor.

FRE 331 French Culture & Civilization (3 credits)

An introduction to French history, art, culture, and literature to the present, with emphasis on contemporary France. Prerequisites: Two 200-level courses in French, or permission of instructor.

FRE 352 Survey of French Literature (3 credits)

An introduction to many outstanding French writers of various periods. In addition to reading, students learn of important literary movements in French literature. Students learn to analyze and interpret literature. Prerequisites: French 253 and one other 200-level course in French, or permission of instructor.

FRE 353 Advanced Conversation (3 credits)

Students move from controlled situational speaking to more independent, free speaking. Assigned and free topics for oral presentations. Some extemporaneous speaking. Prerequisites: French 251 and one other 200-level French course, or permission of instructor.

FRE 451 Advanced Composition (3 credits)

Emphasis in the course is on free composition on a variety of topics. Attention will be given to subtleties of stylistic expression. All regular verb tenses should be mastered by the student. Prerequisites: French 252 and one other 200-level French course, or permission of instructor.

FRE 452 Special Topics in Literature (3 credits)

For students who have a general knowledge of French literature, this course focuses on specific authors, genres, movements, or themes. Students may repeat this course under different topics. Prerequisite: French 352 or permission of instructor.

German

GER 151 German Language I (3 credits)

This is an entry-level course in German. All language skills are addressed but special emphasis is given to listening and speaking. Students will be able to communicate about daily life and topics of interest. An introduction to German culture is a component of the courses. The course assumes active participation by the student.

GER 152 German Language II (3 credits)

This is a continuation of German 151. Prerequisite: German 151, or permission of instructor.

Greek

Students wishing to study New Testament Greek may arrange to do so in an X90 Special Studies course when an instructor is available.

Language

LAN 251 Introduction to Linguistics (3 credits)

This course will explore the nature, definition, and acquisition of language. Students are introduced to phonetics, phonology, and morphology, as well as grammatical structures, including transformational grammar.

LAN 311 Teaching of Second Languages, K-6 (2 credits)

Students learn K-6 methods of teaching foreign language. Topics include second language acquisition in children, history of foreign language instruction in the U.S., and how foreign languages apply to the K-6 curriculum. Required field experience. Usually taken during spring term of the junior year prior to student teaching in the fall.

LAN 312 Teaching of Second Languages, 7-12 (2 credits)

Students learn grades 7-12 methods of teaching foreign language. Topics include second language acquisition in adolescents and how foreign languages apply to the 7-12 curriculum. Required field experience. Usually taken during spring term of junior year prior to student teaching in the fall.

Spanish

SPA 151 Spanish Language I (3 credits)

This is an entry-level course in Spanish. All language skills are addressed but emphasis is on speaking and aural skills. The course includes an introduction to the Hispanic cultures, including Hispanic influence in the United States. This course assumes active participation by the student.

SPA 152 Spanish Language II (3 credits)

This is a continuation of Spanish 151. Prerequisites: Spanish 151, or permission of instructor.

SPA 155 Practical Spanish Conversation & Culture (3 credits)

A beginning course in both language and culture. Practical Spanish in everyday use, especially for travel abroad. Knowledge of the culture is emphasized in this course. Although Spanish 155 satisfies the Language/Culture breadth requirement, the course does not satisfy prerequisite requirements for 200-level Spanish courses.

SPA 251 Practical Spanish Conversation (3 credits)

This course stresses oral communication in Spanish. Topics deal with daily life, travel, education, shopping, and other situations common to the traveler. Prerequisite: Spanish 152, or permission of instructor.

SPA 252 Spanish Composition (3 credits)

Students develop from single sentence writing to longer forms of written expression, from guided compositions to freer paragraphs. Attention is given to

differences between verb tenses and to idiomatic expressions. Review of grammar as necessary. Prerequisite: Spanish 152, or permission of instructor.

SPA 253 Spanish Readings (3 credits)

This course helps students bridge the gap from oral language to the written word. Readings from a variety of sources. Emphasis is on reading and interpreting rather than on translation. Designed for students wanting to develop a reading knowledge of Spanish or to prepare for graduate study in any field. Prerequisite: Spanish 152, or permission of instructor.

SPA 254 Commercial Spanish (3 credits)

An introduction to Spanish as used in business and commerce. Emphasis is on technical vocabulary, business writing, exchange of information, and export-import. Prerequisite: Spanish 152, or permission of instructor.

SPA 331 Spanish Culture & Civilization (3 credits)

An introduction to the history, art, culture, and literature of Spain to the present, with emphasis on contemporary Spain. Taught in Spanish. Prerequisites: Two 200-level courses in Spanish, or permission of instructor.

SPA 332 Spanish-American Culture & Civilization (3 credits)

An introduction to Spanish-American history, art, culture, and literature to the present, with emphasis on contemporary Spanish America. Prerequisites: Two 200-level courses in Spanish or placement by the department.

SPA 351 Survey of Hispanic Literature (3 credits)

An introduction to many outstanding Spanish-language writers of varied periods. In addition to reading, students learn of important literary movements in Spanish-American literature. Students learn to analyze and interpret literature. Prerequisites: Spanish 253 and one other 200-level course in Spanish, or permission of instructor.

SPA 353 Advanced Conversation (3 credits)

Students move from controlled situational speaking to more independent, free speaking. Assigned and free topics for oral presentations. Some extemporaneous speaking. Prerequisites: Spanish 251 and one other 200-level course, or permission of instructor.

SPA 451 Advanced Composition (3 credits)

Emphasis in the course is on free composition on a variety of topics. Attention will be given to subtleties of stylistic expression. All regular verb tenses should be mastered by the student. Prerequisites: Spanish 252 and one other 200-level Spanish course, or permission of the instructor.

SPA 452 Special Topics in Literature (3 credits)

For students who already have a general knowledge of Hispanic literature, this course focuses on specific authors, genres, movements, or themes. Students may repeat this course under different topics. Prerequisite: Spanish 352 or permission of the instructor.

Geography

GEO 201 World Geography I: Western Hemisphere (3 credits)

This course introduces the student to important geographic concepts and increases awareness of the diverse cultural and physical characteristics on Earth. Concentrating on the Western Hemisphere, this course offers the student a better understanding of where places are and how all parts of the Earth, in one way or another, depend upon other parts for their well-being. (Social and Behavioral Science Breadth Course)

GEO 202 World Geography II: Eastern Hemisphere (3 credits)

A continuing of the studies begun in Geo 201, this course will emphasize the Eastern Hemisphere. (Social and Behavioral Science Breadth Course)

History

HIS 101 Western Civilization I (3 credits)

A study of the political, social, economic, and intellectual trends in select periods of western civilization from the ancient Near East to 1650, including Greece and Rome, medieval civilization and culture, the Renaissance, the Protestant Reformation, the Age of Revolution and crisis and the formation of Nation States. An examination of the daily lives and experiences of men, women, and children in those ages. (Social and Behavioral Science Breadth Course)

HIS 102 Western Civilization II (3 credits)

An introduction to modern western civilization with emphasis upon European political, social, economic, cultural, and intellectual developments including their impact on our own times. Some attention will be given to historical perspectives and interpretation. (Social and Behavioral Science Breadth Course)

HIS 201 American Civilization I (3 credits)

This course is a basic introduction to American civilization from the founding of European settlement in North America to the American Civil War. (Social and Behavioral Science Breadth Course)

HIS 202 American Civilization II (3 credits)

This course is a basic introduction to the second half of United States history. American civilization is traced from the end of the Civil War through the Reagan years. (Social and Behavioral Science Breadth Course)

HIS 209/309 North Carolina History (3 credits)

A particular interpretation of the Old North State, with its 400-year-old history described and discussed thematically. Emphasis is on understanding the cultural context—that is, the values—in which women and men have lived and are living in North Carolina.

HIS 221 Europe During the Renaissance (2 credits)

Covering the period from around 1300 to 1500, this course focuses on the events, people and ideas that helped shape one of the key times in history. Beginning in Italy and spreading throughout the rest of Europe, new ways of thinking, seeing,

and acting combined with older continuing traditions to give this period a distinctive flavor. It was a period of recovery, of growth and expansion into a “new world,” as well as a period of personal triumphs and tragedies, cruelty and devotion, growing secularism and individualism. Prerequisite: History 101 or permission of the instructor.

HIS 222 Early Modern Europe, 1500-1700 (2 credits)

This course covers the important people, events and ideas which led to the development of Modern Europe. Key topics to cover will include the religious reformation and counter reformation, the scientific revolution, the creation of the “modern state system,” the changing status of women, families, and children, the peopling of the “new world” and the growth of capitalism. Prerequisite: History 101 or permission of the instructor.

HIS 223 Social History of the Middle Ages (2 credits)

This course focuses on the lives of the people of medieval Europe from ca. 500-1400. Topics to be covered include: the role of women in religious and secular affairs, the development of family life, experiences of the elite and the peasant classes (and the newly emerging bourgeoisie) in their daily lives, popular and elite cultures, and the relationship between the people and their environment. Prerequisite: History 101 or permission of the instructor.

HIS 241/341 The United States Since 1940 (3 credits)

This course considers the United States from the beginning of World War II to the present. It stresses wartime economic changes, the Cold War, and the cultural and social history of the nation since 1945. The course also deals broadly with major political issues in the United States since the beginning of World War II. (Social and Behavioral Science Breadth Course)

HIS 251/351 The Modern Middle East (3 credits)

This course will examine the historic roots of the modern civilization of the Middle East. Among the topics examined will be: the nature of the Ottoman Empire, the culture and politics of Islam, and historic developments in the region since World War I. (Social and Behavioral Sciences Breadth Course).

HIS 271/371 The United States & the Vietnam War (3 credits)

This course examines the United States' involvement in the Indo-Chinese conflicts that began with World War II and continue to the present day. The focus of the course will be the years 1954-1973, a period when the United States was a key player in the events in Southeast Asia and in Vietnam in particular. The effects on the homefront, where the war shaped much of the cultural, social and political history of the United States in the 1960s, will also be covered.

HIS 334 Civil War & Reconstruction (3 credits)

A study of the era of the American Civil War. The causes of the war, the military campaigns, and Reconstruction will be considered. Special emphasis will be given to interpretations of the era, the impact of military technology and doctrines of war on the campaigns, and the significance of Reconstruction for the South.

HIS 337 The History of Western Witchcraft (Spring Demisemester 1)(2 credits)

Few historical topics have been so intensely debated as that of witchcraft. The very existence of witches has been ardently defended and denied by numerous scholars. But, did witches really exist? Who were those accused of being witches? What caused the "witch-craze" of the sixteenth and seventeenth centuries in Europe and America? Is there really any connection between the primitive "mother goddess" religions and modern witchcraft or Wicca? Is there any relevance in the term "witchhunts" as used now to depict certain practices of one group toward another? These and many other questions will be considered during the term. Prerequisite: History 101 or History 367, or permission of the instructor.

HIS 353 The Enlightenment & the French Revolution (3 credits)

A study of continental Europe between 1750 and 1850 with emphasis on the relationship between ideas and institutional change. The Enlightenment of the Eighteenth Century, its origins and its impact, will be considered, as will the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe in the first half of the Nineteenth Century. (Social and Behavioral Science Breadth Course)

HIS 355 The Turn of the Century & World War I (3 credits)

A study of the developments in Europe from the 1880s until 1921 with emphasis on the impact of science, technology, and industrialization on the turn of the century decades. Consideration will be given to the causes of World War I, the military campaigns of the war, and the Russian Revolution. The turn of the century decades will be interpreted as an important revolutionary era.

HIS 356 The Second World War & the Holocaust, Europe 1919-1945 (3 credits)

A study of the backgrounds of World War II in Europe, Fascism and Nazism, the military campaigns, naval and aerial warfare, home fronts, Nazi occupation regimes, the Holocaust, resistance movements, propaganda, wartime diplomacy, the role of science, and the impact of total war on the postwar world.

HIS 357 The Second World War; Asia & the Pacific, 1919-1945 (3 credits)

A study of World War II in Asia and the Pacific with emphasis on the period 1937-1945. Diplomatic backgrounds of the conflict will be considered. An important feature of the course is the emergence of Japan as the leading Asian power. Asian perspectives on the war are examined.

HIS 361 East Meets West: Europe in the Age of Chivalry (3 credits)

This course will explore the thoughts, beliefs and lives of people in the medieval world. The focus will be on the similarities and differences between medieval Western society and the Muslim Middle East, especially in the 12th and 13th centuries. Among the questions considered will be: What was the social structure of the two societies? What were the bases of the religious similarities and differences between Christians and Muslims? What were the relations between East and West? What were the major contributions of each to the other's society and culture?

HIS 367 Tudor/Stuart England (3 credits)

From the bloody accession of Henry VII at Bosworth field to the bloodless 'Glorious Revolution' of 1688, to Queen Anne, a fascinating and vital part of the history of England took place. It is the age of the excesses of Henry VIII, the Protestant Reformation, Shakespeare, Marlowe, and Milton, the Virgin Queen and the Spanish Armada, the Civil War and the 'Great Protector,' the creation of the modern English state and the people in the New World. Prerequisite: His 101, or permission of instructor.

HIS 370 History of Science from the Greeks through Newton (3 credits)

The course will cover the development of science from within the context of Greek philosophical speculation to the later accretions of the Greeks and Romans and their successors in the Christian West and Muslim East. The purpose of the course is to demonstrate that science must be studied within the context of broader social and intellectual developments. Recommended for science majors who want a wider view of their own disciplines, as well as for non-science majors who want to see how sciences fit into the context of intellectual, cultural, and social history.

HIS 422 Senior Seminar in History (3 credits)

Required of all majors; recommended for those seeking to establish a history minor. An introduction to the basic ways of thinking employed by practicing historians, with attention to main currents of historical interpretation and significant bibliography. All members of the history department have cooperated to prepare this course, and each faculty member will discuss an area of his or her own research with the members of this seminar. In addition, seminar members will learn search strategies in primary archival sources and primary oral sources, while bringing a critical, analytical reading to the discipline.

HIS 491 Honors Seminar (3 credits)

Admission to this course will be by invitation of the history faculty. It will stress historiography, research design and techniques, and preparation of a student's own original research project.

HIS 497 Honors Research (3 credits)

Admission to this course is restricted to those who have successfully completed His 491. The student, working independently with faculty direction, will produce and defend an honors thesis of original historic scholarship.

Honors

HON 139 (3 credits)

An interdisciplinary examination of the human experience which fosters student exploration, openness, and discovery. Required of all General Honors students.

HON 102 Corps - Community Outreach & Public Service (1 credit)

Student service projects individually developed and pursued in the Laurinburg community. Projects may be pursued during either term during an academic year. Credit granted in the Spring Term only.

HON 150/151 Honors Enrichment (1 credit each)

Regular attendance at, participation in, and response to events of an intellectual and academic nature sponsored by the Honors Program or other organizations and groups. These courses, if offered, are required of all students enrolled in Honors SAGE 111 and Honors 139.

HON 361 Junior/Senior Seminar in Honors (3 credits)

A capstone experience for students in the General Honors Program. A required integrative paper drawing together the learning and experiences encountered in the Honors Program will be written. Appropriate additional seminar readings building on the content of the SAGE World Cultures sequence. Normally taken in the Fall Term of the Junior year.

Mathematics

MAT 100 Basic Algebra (3 credits)

Although this is a three-credit course, the credits do not count toward graduation. This course meets five times per week, and is offered through the Mathematics Reinforcement Lab. It is “self-paced,” peer-tutored, and designed to prepare the student for Math 101. The topics will be structured to meet the individual needs of each student. Prerequisite: placement by department.

MAT 101 Intermediate Algebra (3 credits)

Although this is a three-credit course, the credits do not count toward graduation. This course meets five times per week, and is offered through the Mathematics Reinforcement Lab. It is “self-paced,” peer-tutored, and designed to prepare the student for Math 115. The topics covered will be structured to the individual needs of each student. Prerequisite: Math 100 or placement by department.

MAT 115 Precalculus (4 credits)

This course consists of lectures and computer labs and meets five hours per week. The course stresses concepts necessary for calculus, with particular emphasis on functions and their graphs, problem-solving and mathematical modeling, and an introduction to data analysis. This course will incorporate the use of computers and graphic calculators. This course does not count toward a major in Mathematics. Prerequisite: Math 101 or placement by department.

MAT 205 Statistics I (4 credits)

This course consists of lectures and computer labs and meets five hours per week. An introduction to elementary techniques of statistics while using a statistical computer package. This course emphasizes exploratory data analysis and the use of statistical inference in the study of population parameters. It includes both estimation and confidence interval testing procedures. Prerequisite: Math 100 or placement by department.

MAT 216 Topics in Discrete Mathematics (3 credits)

A study of discrete models. Topics include graphs theory—trees, Eulerian and Hamiltonian circuits, and networks; combinatorics—elementary counting

principles with applications to coding and genetic codes, permutations and combinations, inclusion/exclusion principles, and recurrence relations; matrices; and Markov chains. The course emphasizes problem-solving and modeling as opposed to algorithmic techniques. It is recommended for students of the social and natural sciences, as well as for majors in Business, Education, or Mathematics. Prerequisite: Math 115 or placement by department.

MAT 221 Calculus I (4 credits)

This course consists of lectures and computer labs and meets five hours per week. Topics include functions and their graphs, limits, derivatives, continuity, extrema, antiderivatives, and first order differential equations. Emphasis is placed on concepts, modeling, and applications. Computers are used for drill and practice, as well as for experimentation with both closed- and open-ended problems, graphics, and applications. Prerequisite: Math 115 or placement by department.

MAT 222 Calculus II (4 credits)

This course consists of lectures and computer labs and meets five hours per week. Topics include techniques of integration, approximation of integrals, exponential and logarithmic functions, sequences and series of both numbers and functions, and applications such as arc length, centers of mass, area, volumes of revolution and Newton's method. Graphic calculators and computer labs are used to motivate and enhance these topics. Prerequisite: Math 221.

MAT 310 Multivariable Calculus (4 credits)

This course consists of lectures and computer labs and meets five hours per week. Vectors, analytic geometry of functions of two or three variables, partial derivatives, multiple and iterated integrals, extrema of functions of two variables, line integrals, and Green's Theorem in the plane are topics discussed in this course. Computer labs will be used to enhance these topics. Prerequisite: Math 222.

MAT 312 Linear Algebra & Applications (4 credits)

This course consists of lectures and computer labs and meets five hours per week. It is a matrix-oriented course which proceeds from concrete, practical examples to the development of the general concepts and theory. Topics include matrix operations, systems of equations, determinants, properties of \mathbb{R}^n , eigenvalues and eigenvectors, orthogonality, and partitioned matrices. Prerequisite: Math 222.

MAT 316 Operations Research (3 credits)

Theory and application of representative methods in operations research, including topics from linear programming, network analysis, dynamic programming, game theory, and queuing theory. Prerequisites: Math 216, Math 312, and CIS 121 or permission of instructor.

MAT 325 An Introduction to Axiomatic Systems & Abstract Algebra i (3 credits)

An introduction to predicate logic and methods of proof in the contextual setting of elementary group theory. Topics will include equivalence relations, semi-groups, groups, subgroups, normal subgroups, and quotient groups. Prerequisite: Math 222 or permission of the instructor.

MAT 340 Ordinary Differential Equations: A Model Theoretic Approach (4 credits)

This course consists of lectures and computer labs and meets five hours per week. Throughout this course, mathematical models are used to introduce, illustrate, and motivate various concepts. Among the topics treated are first order equations, numerical methods, second order linear equations with applications to mechanical vibrations and harmonic motion, higher order linear equations, Laplace transform, series solutions, matrix methods for linear systems, and nonlinear systems. Computer experiments are designed to deepen understanding of concepts, and to carry the study of certain topics to further exploration. Prerequisite: Math 312, or permission of instructor.

MAT 343 Statistics II (3 credits)

A brief review and continuation of Math 205. Emphasis is on methods (both theory and implementation) for multiple regression and analysis of variance. A statistical software package is used as appropriate. Non-parametric methods are included. Prerequisite: Math 205.

MAT 350 Mathematical Modeling (4 credits)

This course consists of lectures and computer labs and meets five hours per week. This course is designed for the students to analyze, interpret, and criticize a collection of mathematical models arising in ecology, economy, science, etc. The deterministic view is adopted throughout the course. Among other models, the course includes decay of pollution, radioactive decay, plant growth, simple ecosystems, economic growth, population dynamics, chemical dynamics, and traffic dynamics. Computer experiments form an integral part of this course. Prerequisite: Math 340 or permission of instructor.

MAT 401 Introduction to Numerical Analysis (4 credits)

This course consists of lectures and computer labs and meets five hours per week. Polynomial approximation, numerical differentiation and integration, numerical solution of differential equations, and numerical linear algebra are some of the topics covered in this course. Emphasis is placed on error analysis. Computer programs are implemented to investigate these topics. Prerequisites: Math 312 and Math 340.

MAT 422 Abstract Algebra II (3 credits)

This is an extension of the theory of algebraic structures including rings, fields, associative fields, etc. Associated topics such as category, morphism, isomorphism, coset, ideal, etc., are discussed. Some applications in other branches of mathematics and physics, genetics, and information theory are also included. Prerequisites: Math 312 and Math 325.

MAT 450 Real Analysis (3 credits)

This course develops the theory of calculus. Topics include topology of the real line, properties of continuous maps, sequences of functions, uniform convergence, the Riemann integral, derivatives and differential forms. Prerequisites: Math 310 and Math 325.

MAT 479 Senior Seminar (2 credits)

This course is open only to, and required of all, senior Mathematics majors, as well as of all senior Mathematics with a specialized program of study in Computer and Information Science majors. The student will set up a portfolio of his or her mathematical and related work, investigate mathematical literature, and give oral and written presentations.

Music

A number of music survey courses are offered simultaneously at both the 200- and 300-levels. Only those with training in music theory and analysis (equivalent to MUS 210 and MUS 211, or with permission of instructor) should enroll in these courses at the 300-level, since such training is necessary to complete assignments not required of 200-level students.

MUS 210 Music Theory I (3 credits)

The first course in a comprehensive four-term sequence in music theory that includes the study of melody, rhythm, harmony, form, technology, and ear training. The course considers the theoretical aspects of many musical genres, placing particular emphasis upon contemporary styles, and stresses application of theoretical lessons learned as a means to foster individual creativity. Open to all musicians. Students should have some musical experience to enroll but need not read music. (Fine Arts Breadth Course)

MUS 211 Contemporary Music Theory II (3 credits)

Continuation of Music 210, which serves as the prerequisite for the course.

MUS 250/350 Music in American Popular Culture (2 credits)

An examination of American popular music from the minstrel songs of the 19th century through contemporary popular music. Emphasis is placed more upon the historical and cultural contexts of each genre considered than musical concomitants. A broad range of traditions are considered through lectures, discussions, listening examples and, as opportunity permits, live performances. No musical experience is required to enroll at the 200-level. This course meets the Fine Arts Breadth requirement.

MUS 251/351 Rock Formations (2 credits)

For over forty years, Rock and Roll has stood at the center of American life, both mirroring and occasioning great transformations in society. This course considers R&R history from this perspective, beginning with the genre's emergence from Rhythm and Blues through such contemporary forms as rap and techno. Students will learn about the development of major styles in relationship to the social and political forces that shaped each, such as the American Civil Rights Movement and the Vietnam War. "Rock as ritual" will serve as a unifying theme for the course. No musical experience is required to take the course at the 200 level. Fine Arts Breadth course.

MUS 252/352 Western Art Music (2 credits)

A broad overview of Western Art Music, concentrating on artistic and historical aspects as well as important cultural issues. All major stylistic periods will be

considered, beginning with the medieval and ending with trends in contemporary art music. No musical experience is required to enroll at the 200-level. Fine Arts Breadth course.

MUS 254 Musics of the World (2 credits)

Examines a number of traditional and popular musics from around the world. Central to the process is an investigation of the stylistic and cultural aspects of each genre considered. At least one music culture from each of the following regions is considered: Africa, East Asia, South Asia, Southeast Asia, South America, and North America. No musical experience is required to enroll at the 200-level. This course meets the Fine Arts Breadth requirement.

MUS 255/355 Blues Appreciation (2 credits)

A history and appreciation of the blues in its various manifestations, from the rural blues of the Yazoo Delta to modern urban forms. Much emphasis will be placed on an understanding of cultural concomitants as expressed in the lyrics of influential artists. Students will learn to play a rudimentary form of the blues and have the opportunity to create their own original lyrics. No musical experience required to enroll at the 200-level. (Fine Arts Breadth Course)

MUS 256/356 Jazz Appreciation (2 credits)

This course serves as an introduction to one of America's most distinctive and respected musical traditions. It traces the development of jazz from its beginning to the present day. Dixieland, swing, bop, cool and various modern styles are studied, as well as the contribution of African, European, and Latin musics to the formation of jazz. No musical experience required to enroll at the 200-level. (Fine Arts Breadth Course)

MUS 274/374 Musics of the Celtic World (3 credits)

A survey of the musical traditions found among the Celtic peoples of Western Europe, including the traditions of Scotland, Ireland, Brittany, Galicia, and Wales. Discussions will consider the historical backgrounds and cultural concomitants of each music studied. Students will do extensive listening, supported by the St. Andrews "Thistle and Shamrock" archives. Guest lecturers/performers will provide additional insight into various aspects of Celtic music. No musical experience is required to enroll at the 200-level. (Fine Arts Breadth Course)

MUS 312 Music Business (3 credits)

This course considers various aspects of the music business. It begins with an overview of the music and recording industries and entertainment law. However, the bulk of the course focuses upon personal, pragmatic issues associated with building a musical career in today's world. For this portion of the class, students use Peter Knickles' respected *Doing Music and Nothing Else* as their guide. Through the Knickles text, students learn how to establish a profitable music business, create merchandising opportunities, successfully pursue a recording contract, and build a solid fan base. Open to all students.

MUS 349 Song Writing & Production (3 credits)

An introduction to writing, recording and producing contemporary songs. Students begin by studying musical exemplars that reveal important aspects of lyric,

melodic, chordal, and formal creation. They then apply the knowledge gained in the composition of their own words, creating a demo for each in the St. Andrews Electronic Fine Arts Center. The course also instructs students on such pragmatic topics as copyright protection, lyric sheet preparation, and the entering of songwriting contests. From time to time, as opportunities arise, professional songwriters are invited to give guest lectures. Near the end of the term, students debut their songs in an open, on-campus "coffee-house" concert.

Ensembles

Ensembles are open to all students of the college. Students enrolled in performing organizations are required to participate in all performances of those organizations. All ensembles receive 1 credit.

MLE 006 Beginning/Intermediate Bagpipe Band (1 credit)

An ensemble for less experienced performers and those who have taken Introduction to Bagpipe Music during the Winter Term.

MLE 008 Japanese Festival Ensemble (1 credit)

Dedicated to the authentic performance of traditional music and dance associated with Shinto festivals as found in Tokyo. The ensemble is open to all St. Andrews students; no musical experience is necessary.

MLE 009 St. Andrews Bagpipe Band (1 credit)

Open to experienced pipers, drummers, and Scottish dancers by audition. Band prepares selected repertoire for performance and competition.

Applied Music

Applied music study is open to all students at the special fee scale listed in the cost section of this catalog. Lessons are available on a half-hour or hour basis. Students may choose as areas of concentration: piano, voice, guitar, or bagpipes. Lessons on other instruments may be available. Contact department chair for information.

000 Non-Credit

100 First Level of Lessons (beginning students)

200 Second Level of Lessons

300 Third Level of Lessons

400 Fourth Level of Lessons

The first digit of the course number represents the level of music lessons (one year of study, two years of study, etc.). The second digit refers to the applied area: 4-guitar and bass, 5-voice, 6-keyboard, 7-organ, 8-drums and percussions, and 9-winds and pipes. The third digit refers to the length of the lesson given: 5 = one half hour, 6 = one hour. Hour lessons receive 2 credits, half-hour lessons receive 1 credit.

Philosophy

PHI 100 Introduction to Philosophy (3 credits)

Consideration of basic problems, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the differ-

ence between right and wrong, the relation between the individual and society. Recommended as the first course in philosophy. Humanities Breadth Course.

PHI 204 Introduction to Categorical Logic (2 credits)

A course in the evaluation of deductive arguments. We will study the construction of arguments, how to test their validity, and how to recognize any fallacies which may infect them.

PHI 205 Introduction to Symbolic Logic (2 credits)

A course in how to render ordinary language arguments into symbolic form and how to test them for validity. The principles of both propositional predicate logic will be studied.

PHI 212 Ethics (3 credits)

An introduction to moral reasoning which focuses on a variety of contemporary moral problems such as abortion, euthanasia, the treatment of animals, social justice, and capital punishment. Students will learn to clarify and defend their views on such issues, and they will deepen their understanding of the nature of morality. (Humanities Breadth Course)

PHI 213 Aesthetics (3 credits)

A study of philosophy of the fine arts. The course will examine such issues as what standard, if any, we use when we judge something beautiful, whether beauty and truth are related, whether the same standards of criticism apply to all the arts, and what happens when we come to appreciate a work of art. (Humanities Breadth Course)

PHI 216 Existentialism (3 credits)

The philosophy of existence, studied through the works of such thinkers as Kierkegaard, Heidegger, Nietzsche, Sartre, and Jaspers. Existentialism in its influence in political theory, literature, and the fine arts is also treated. (Humanities Breadth Course)

PHI 217/317 Philosophy of Mind (3 credits)

A critical examination of various problems relating to the nature of our minds and our mental states. Topics to be discussed include the emotions, the unconscious, perception, and the relation of the mind to the body. Recommended for students in psychology and biology who want to reflect on the conceptual problems generated by research in these disciplines. (Humanities Breadth Course)

PHI 231 Business Ethics (3 credits)

An analysis of the different positions people take on the moral issues involved in the conduct of business. Topics such as work safety standards, preferential hiring, responsibility for the environment, truth in advertising, government regulation, and consumer rights will be examined. In addition, the course will study several important theories of economic justice. (Humanities Breadth Course)

PHI 232 Aesthetics: the Visual Arts (2 credits)

A study of twentieth century theories of the visual arts. We will examine the

creative process, what our arts tell us about our sensibilities, and how people come to appreciate (or why they fail to appreciate) art. Particular attention will be paid to theories of non-representational art. We will read authors such as Karsten Harries, Kenneth Clark, and Jose Ortega y Gasset.

PHI 233 Aesthetics: the Literary Arts (2 credits)

A study of philosophical theories about prose and poetry. We will read authors such as Frank Kemode, Susanne Langer, Friedrich Nietzsche and Michael Polanyi.

PHI 241/341 Philosophical Issues in Mass Communication (3 credits)

An investigation of the impact of electronic communications on our thought processes. Attention will be paid to recent historical shifts in the way we think about nature, personal relationships, vocation, social conformity, and moral value; to the connection between technological developments in media and "postmodernism" and to the future impact instantaneousness is likely to have on our awareness and on our social configurations. (The philosophy major or prospective major should take this course at the 200 level. The 300-level will not count as credit toward the major). (Humanities Breadth Course)

PHI 246 Environmental Philosophy (3 credits)

An exploration of ethical and conceptual problems arising out of human's relation to nature. Topics include the value of wilderness, the concept of nature, our obligations towards other animals, deep ecology, and ecofeminism. In addition to developing reasoned views on such topics, students will acquire a basic understanding of major environmental problems. (Humanities Breadth Course)

PHI 301 History of Philosophy I: the Beginnings of Philosophy (3 credits)

The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle. (Humanities Breadth Course)

PHI 302 History of Philosophy II: Jewish, Christian & Islamic Philosophy (3 credits)

A study of philosophy as created by Jewish, Christian and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contribution of such men as Augustine, Anselm, Averroes, Maimonides and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered. (Humanities Breadth Course)

PHI 303 Modern Philosophy & Scientific Revolutions (3 credits)

A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and humanity. The course concentrates on the major figures from Descartes to Kant. (Humanities Breadth Course)

PHI 304 Recent Philosophy & the Technological Revolutions (3 credits)

A study of the impact of the industrial and post-industrial revolutions on philosophy and the reaction of philosophers of the 19th and 20th centuries to historicism and social change. (Humanities Breadth Course)

PHI 318 Social & Political Philosophy (3 credits)

An examination of the theories of society which are original and most influential. The course emphasizes the essential structures of these theories, which are contemporary as well as classical. Both problem-oriented and historically-oriented methodologies will be used in the study.

PHI 324 Critical Studies in Philosophy (2 credits)

A study of some important philosopher or philosophical movement or text. The course will also sample some of the critical secondary literature concerning its focal topic. The course may be taken repeatedly provided the focal topic is different. (This course meets the requirement for senior seminar). [* For the Fall of 1998, the topic of this course offering will be: Hannon Arendt's *The Human Condition*. Arendt's book concerns the nature of work, its distinction from labor, its relation to creativity, and the problem of alienation as it is experienced in our era].

PHI 325 American Philosophy (2 credits)

A sample of several well-known American philosophers such as William James, John Dewey, Sidney Hook, and Richard Rorty to see if there is anything peculiarly "American" about them. A central problem addressed will be whether there is a distinctively "American Philosophy."

PHI 333 Philosophy of Law (3 credits)

An analysis of the major philosophical issues concerned with legal concepts such as "liberty," "responsibility," and "law" itself. The course will study historically significant treatments of these topics as well as current discussion of them. Prerequisite: Phil 210 and least one course additional course in philosophy.

PHI 403 Phenomenology (3 credits)

A study of 20th century French and German philosophy from Husserl to Sartre and of the American philosophers influenced by this method of philosophical description. We will explore applications of phenomenology to a wide variety of fields (e.g., the social sciences, psychology, art history, and ethnology) and evaluate its contribution to learning in those fields.

PHI 442 Junior/Senior Seminar (1 credit)

A one-credit seminar course for majors and minors in which students will read and discuss some new, important contribution to philosophy, usually a recent book by a well-known philosopher. This course will enable students to relate their philosophical knowledge to ideas which are on the cutting edge of contemporary philosophy.

Physical Education Activity Courses

PE 200 Adapted Physical Education (1 credit)

This course is designed to meet the special needs of disabled students as they participate in physical education, recreation, and sports. The activities presented

in the course will be selected to meet the interests and capabilities of the enrolled students. PE/SM majors enrolled in ESS 235 will assist in the course.

PE 210 Swimming (1 credit)

An introduction to the basic skills and principles of swimming as a lifetime fitness activity.

PE 211 Tennis (1 credit)

An introduction to the basic skills, rules, and etiquette for the game of tennis as a lifetime recreation activity.

PE 212 Golf (1 credit)

An introduction to the basic skills, terminology, rules, and etiquette of golf as a lifetime recreational activity. Fees required for course.

PE 213 Soccer (1 credit)

An introduction to the basic skills, terminology, rules, and strategy of soccer as a lifetime recreational activity.

PE 215 Volleyball (1 credit)

An introduction to the basic skills, rules, terminology, and strategy of volleyball as a lifetime recreational activity.

PE 223 Beginning Weight Training (1 credit)

An introduction to weight training for the purpose of conditioning and fitness of the body for lifetime wellness.

PE 249 Principles of Taiji (1 credit)

A basic introduction to the Chinese exercise/discipline of Taijiquan ("Taiji" or "Tai Chi"). Students will learn the fundamental internal principles of body energy flow, conditioning, positioning, balance and control which will enable them to do correctly the forms of Taiji exercise. The class will become familiar with the history of Taiji and will practice and learn the modified 48-form yang style of Taiji.

PE 228 Racquet Sports (1 credit)

An introductory class which covers the basic skills, rules, terminology and strategy of the racquet sports: badminton and racquetball as lifetime recreational activities.

PE 220 Basketball (1 credit)

An introduction to the basic skills, rules, terminology, and strategy of basketball as a lifetime recreational activity.

PE 246 Advanced Weight Training (1 credit)

An advanced study and activity in compassing knowledge of different muscle groups, and various training techniques for lifetime wellness.

PE 253 Lifetime Activities (1 credit)

Emphasis will be on developing skills and activities to enjoy and gain health benefits from lifetime fitness pursuits. Stresses the importance of concepts acquired in SAGE 120. Participation in a variety of activities that are considered

lifetime sports — bowling, basketball, walking/jogging, swimming, aerobic dance, strength training, tennis, skating, etc.

PE 261 Position Class (1 credit)

This course will enable students to develop basic skills in the life-time sport of horse back riding and to interact with and learn to respect the horse who will be their partner in this learning experience. This class is offered on several levels to meet the needs of riders with a) no experience, or b) only limited experience on a horse. Riders will progress through a rank system based on practical skill and theoretical understanding. A fee is required for this course.

PE 262 Position & Control (1 credit)

This course is the entry level course for all new riders at St. Andrews, except for those in Position Class. This course will increase the students knowledge of the theory of riding and allow them the opportunity to increase their skill development in what for many of them is a lifetime sport. This course studies and emphasizes the development of the four fundamentals of a good working position, which will enable the rider to communicate with the horse effectively in a nonabusive manner. A fee is required for this course.

PE 264 Jumping Fundamentals (1 credit)

This course will enable the experienced rider to enhance their skills and theoretical knowledge in a lifetime sport. Riding often serves as an source of self-renewal for the experienced horseman or horsewoman and this course offers advanced riders the opportunity to ride independently, as well as in a teaching setting. Riders will test their skill development through rank testing and horse shows. A fee is required for this course. Prerequisites: P.E. 262

PE 265 Intercollegiate Athletics (1 credit)

This course is designed to meet the Health and Physical Education breadth requirement for participants in any of the 15 intercollegiate team sports or as student athletic trainers. Students who participate in sports that span two regular semesters may register for PE 265 in the semester in which the season is completed. Students who register for PE 265 and who quit or are dismissed from the team prior to the end of the semester for which they are registered for the class will either withdraw from PE 265 or receive a failing grade. Students registered for PE 265 will sign a statement at the beginning of the semester verifying that they understand the stipulations concerning the fulfillment of the credit for PE 265.

PE 267 Showing Hunters (1 credit)

The student will develop an in depth understanding of the requirements for properly conditioning, preparing and presenting the Show Ring Hunter. The student will have a horse assigned to them that they will take complete responsibility for in terms of its preparation for the show ring. All students will compete on their assigned horse at least three times during the semester. A fee is required for this course. Prerequisites: P.E. 262

PE 268 Introduction to Schooling Hunters (1 credit)

This course is an upper level course for the accomplished rider, who wishes to have the opportunity to use their skills in developing a program of mental and physical education for the horse. It will serve as an intensive introduction to a system of schooling the sport horse with the chance to put the system into practice using a project horse. Each student will be assigned a horse which they are expected to work a minimum of five days weekly. A fee is required for this course. Prerequisites: P.E. 262

PE 274 Open Water Scuba (1 credit)

An introduction to SCUBA with emphasis on basic concepts of safety, diving, physiology and equipment. A fee is required for this course.

PE 275 Advanced Open Water Scuba (1 credit)

A continuation and enhancement of the basic concepts and techniques mastered in PE 274. Prerequisite: Open Water Certification. A fee is required for this course.

PE 276 Rescue Diver Program (1 credit)

A course designed to increase the SCUBA student's procedural knowledge/skill in accident prevention, victim location and retrieval, in and out-of-water CPR and First-Aid techniques. Prerequisites: Open Water certification, Advanced Diver certification and CPR certification.

Politics

POL 201 Introduction to American Government (3 credits)

An introduction to politics in the United States. Designed to: 1) develop a heightened understanding of how the American political system works, 2) stimulate an awareness of the strengths and weaknesses of American government, 3) encourage the development of each student's own political perspective and political values, and 4) assist students to become better citizens. (Social and Behavioral Science Breadth Course) Offered every year.

POL 207 Internet Research (3 credits)

Introduction to finding information on the Internet. Posing of questions in the area of politics, searching for and locating information pertinent to that question, evaluating the information found, presenting the information in accessible and systematic formats. Prerequisites for all upper level courses in politics. Offered every year.

POL 211 Introduction to International Politics (3 credits)

A study of the political relations of nations and other actors in the international system and the changes occurring in the world order. Case studies, debates and simulations are used to explore historical, present, and preferred future global systems. Required course for all upper level courses in international or comparative politics. (Social and Behavioral Science Breadth Course) Offered every year.

POL 231 Introduction to Law (3 credits)

An introduction to selected topics on politics and the law. Examples include the role of lawyers in the legal system, judicial decision-making, issues in criminal law, the role of the jury, comparative legal systems, police practices, civil rights, and drug laws. Career development for persons exploring careers in law and law enforcement. Direct observation of the criminal and legal system, use of moot court, writing of briefs. Use of the Internet for research. Required course for all upper level politics courses in law and Politics' internships in law related fields. (Social and Behavioral Science Breadth Course) Offered every other year.

POL 240 Model UN (1 credit)

Preparation for and participation in a Model UN experience. Use of Internet for research. Offered every year.

POL 241 Politics & Film (1 credit)

Viewing studying, analyzing of films which illustrate political issues. May be offered in conjunction with other courses in Politics such as Pol 201, Pol 211, Pol 231, Pol 266, or Pol 276.

POL 242 Leadership (1 credit)

For students in leadership positions on and off campus. Readings in the theory, practice, evaluation, and development of leadership. Practical application of leadership theory to the practice of leadership. Establishment and evaluation of leadership goals. Available both terms. Offered every year.

POL 266 Politics of Sex (3 credits)

taught with Pol 366

An introductory exploration of the political dimension of human sexual and reproductive behaviors and sexual imaging from the individual to the societal level. Use of the Internet for research. Offered every other year. (Social and Behavioral Science Breadth Course).

POL 276 Politics of Behavior (3 credits)

An introductory exploration of the political dimension of everyday behavior in such settings as the classroom, family, museums, prisons, the media, mental institutions, the armed services, and factories in relationships as between lovers, doctor and patient, child and parent, and officer and soldier. Use of the Internet for research. Required course for all upper level courses in behavioral politics and in leadership development. (Social and Behavioral Science Breadth Course) Offered every other year.

POL 309 Area Studies (3 credits)

(for example, Non-Western Areas, China, Africa, South Asia, West Asia, India, and Vietnam)

The study of the politics, culture, and history of a selected area of the world. An examination of the literature and theory of comparative politics as applied to that area. Use of the Internet for research. Prerequisites: Pol 201, Pol 211, and Pol 207, or permission of the instructor. Offered every year.

POL 310 Area Studies (2 credits)

(for example Europe, Vietnam, India, South Africa, Korea)

A study of the politics, culture and history of a selected area of the world.

Prerequisites: Pol 201, Pol 211, and Pol 207, or permission of the instructor.

POL 323 Conflict Resolution (3 credits)

A study of the theories and practice of conflict resolution in a variety of areas from the personal to the global. A study of the historical, psychological, and social roots of war and the factors associated with more peaceful relations. Use of the Internet for research. Prerequisites: Pol 201, Pol 207, Pol 211, and Pol 276, or permission of the instructor. Offered every other year.

POL 340 Contemporary Issues (3 credits)

(for example, Politics of Disability, Environmental Politics, Politics of Food, Politics of Communication, Politics for Journalists, Politics of Images, and Politics for International Business)

A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Use of primary sources and Internet research. Prerequisites: Pol 201, Pol 207, and Pol 211, if an international issue or permission of the instructor.

POL 341 Politics & Film (2 credits)

Viewing studying, and analyzing of feature films and documentaries from a political perspective. Prerequisites: Pol 201, and Pol 207, or permission of the instructor.

POL 342 Contemporary Issues (2 credits)

(for example, Politics of Disability, Environmental Politics, Politics of Food, Politics of Communication, Politics for Journalists, Politics of Images, and Politics for International Business)

A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Use of primary sources and Internet research. Prerequisites: Pol 201, Pol 207, and Pol 211 if an international issue, or permission of the instructor.

POL 362 Constitutional Law (3 credits)

A study of the Constitution of the United States and major historical and contemporary cases interpreting the Constitution. Primary course material will be Supreme Court cases. Career development component for persons interested in careers in law. Internet Legal Research. Prerequisites: Pol 201, Pol 207, and Pol 231 or permission of the instructor. Offered every other year.

POL 366 Politics of Sex (3 credits)

An exploration of the political nature of the roles and relationships of males and females in the United States and other cultures and countries. The analysis of human sexual conduct and human sexual biology from a political perspective. Use of the Internet for research. Prerequisites: Pol 276, and Pol 207, or permission of the instructor. Offered every other year.

POL 380 Political Ideas (3 credits)

(for example, Marxian Political Analysis, Post-Modern Political Thought, History of Political Ideas, Chinese Political Thinkers, Contemporary Political Ideas, and Contemporary Political Ideologies)

A rigorous examination of political ideas and values in a seminar setting. Organized around a selected topic in political theory. Use of primary sources and the Internet. Prerequisites: Pol 201 and Pol 207 or permission of the instructor.

POL 381 Political Ideas (2 credits)

(for example, Marxian Political Analysis, Post-Modern Political Thought, History of Political Ideas, Chinese Political Thinkers, Contemporary Political Ideas, Contemporary Political Ideologies)

A rigorous examination of political ideas and values in a seminar setting. Organized around a selected topic in political theory. Use of primary sources and the Internet. Prerequisites: Pol 201 and Pol 207 or permission of the instructor.

POL 419 Senior Seminar (Includes Politics Honors) (1-3 credits)

Required capstone course for all senior majors. Major research project in which students will synthesize their learning as a politics major around an ethical issue. Students pursuing Honors in Politics will take this seminar both semesters of the senior year. Evaluation of the politics major through the creation of a portfolio. Additional career and vocational development. Offered every year.

Psychology

PSY 101 Introduction to Psychology (3 credits)

An introduction to the basic concepts, methods, issues, and theories of psychology, including such topics as the biological bases of behavior, perception, learning and memory, human development, motivation, personality, social influences, and pathological behavior. (Course was previously listed as Psychology 201) (Satisfies the Social and Behavioral Science Breadth Requirement; offered every semester)

PSY 202 Research Methods in Psychology (4 credits)

A study of the methods of research design employed in psychology. This course includes discussion of appropriate methodology for conducting research in psychology and its related fields, as well as demonstrations and other experimental investigations of selected topics. Laboratory work develops skills in designing and conducting experiments and scientific report writing. Prerequisite: Psy 101 and Math 205. (Offered every year, generally in the Spring semester)

PSY 203 Developmental Psychology (3 credits)

A survey of change during the lifespan of the individual from conception to death. The course of development is described, and biological, cognitive, and psychosocial determinants of change are explored. Prerequisite: Psy 101. (Course previously listed as Psy 303). (Offered every year, generally Spring semester)

PSY 232 Biopsychology & Motivation (3 credits)

A study of the basic concepts of the biological bases of behavior and human and animal motivation. The impact of methods and technology on research find-

ings will be investigated, and the relationship between nervous and endocrine system structure and function for animal and human behavior will be examined. Prerequisite: Psy 101. (Offered every year, generally Fall semester)

PSY 243 Learning & Cognition (3 credits)

An introduction to concepts and research methods in psychophysics, perception, attention, learning, memory, language and thought. Issues of historical importance and contemporary interest will be explored. Prerequisite: Psy 101. (Offered every year, generally Spring semester)

PSY 245 Behavior Pathology & Therapy (3 credits)

A study of the major forms of psychopathology including anxiety and stress reactions, depression and suicide, schizophrenia, and personality disorders. Examination of theory and research on the origins, symptoms, and treatment of pathology with consideration given to social conditions affective maladaptive behavior. Prerequisite: Psy 101. (Offered every year, generally Fall semester)

PSY 248/348 Judgment & Decision-Making (2 credits)

An examination of the process of making judgments and decisions, how and why people make good and bad judgments, and the psychology of risk-taking. The course will emphasize how attitudes, impressions of other people and social groups, self-appraisals and self-interest, and the interplay of emotion and rationality influence the decision-making process. Prerequisites: Psy 101 for students enrolled in 248; Psy 101 and 202 for students enrolled in 348)

PSY 251/351 Psychology of Speech & Language (2 credits)

An overview of the perception and production of speech and the nature and processing of human languages, including comparisons between language and animal communication systems and between native and non-native language learning. The biological bases of human speech and language will be considered, as will the cognitive mechanisms used in producing and understanding language. Prerequisites: Psy 101 is a prerequisite for students enrolled in 251; Psy 101 and 202 are prerequisites for students enrolled in 351)

PSY 314 Counseling Psychology (3 credits)

The purposes, processes, organization, and resources for counseling are considered. Special attention will be given to understanding and dealing with adjustment problems, including consideration of some case studies and a practicum in counseling techniques. Prerequisite: Psy 101.

PSY 331 Social Psychology (3 credits)

Examination of the effects of social and cultural context on the behavior of individuals, including topics such as social cognition, attitude formation and change, conformity, cooperation and competition, aggression, altruism, prejudice, interpersonal relationships, and environmental psychology. Attention will be given to classic and contemporary research in social psychological phenomena. Prerequisites: Psy 101 and Psy 202. (Course previously listed as Psy 431; generally offered every other year)

PSY 337 Personality Theory & Research (3 credits)

The study of current and classical theories of personality and advances in personality research. Prerequisites: Psy 101 and Psy 202. (Generally offered every other year)

PSY 361 Psychological Evaluation & Assessment (4 credits)

A survey of the concepts, techniques and instruments for the assessment of personal needs and potential. Special emphasis is placed on applications to teaching the emotionally handicapped and the gifted and talented students. Laboratory work will include administering and scoring various assessments. Prerequisites: Psy 101 and Ma 205. (Formerly listed as Psy 360; generally offered every other year)

PSY 432 Cognitive Psychology (3 credits)

Advanced study of theories and research findings in the area of cognitive sciences, including topics such as information-processing approaches to perception; language acquisition, reading, semantics; concept formation and application, memory, problem-solving, and creativity. Major objectives are analysis and synthesis of research data and evaluation of both empirical results and theories. Prerequisites: Psy 101, Ma 205 Psy 202, and Psy 243.

PSY 434 Perception (3 credits)

Focused examination of theories and research in perception, with major aims being analysis and synthesis of research data and evaluation of empirical studies and of theory. Overview of the sensory systems, of advanced methodologies as applied to sensory-perceptual processes and selected topics of special interest. Prerequisites: Psy 101, Psy 202, Psy 243, and Math 205.

PSY 435 Clinical Psychology (3 credits)

Advanced study of the field of clinical psychology with emphasis on diagnosis, evaluation, and assessment. An examination of intervention strategies, development of treatment plans, and clinical techniques. Prerequisites: Psy 101, Psy 202, and Psy 245. (Generally offered every other year)

PSY 438 Applied Psychology (3 credits)

Advanced study of the interface between psychological research and principles, and contemporary social issues. Topics to be considered include adult life styles and physical and psychological health, environmental influences on behavior and emotions, attachment and loyalty to groups, reliability and admissibility of lie detector tests, credibility of eyewitness testimony, decision-making, job satisfaction, motivation, and leadership. Prerequisites: Psy 101 and Psy 202.

PSY 439 Psychology of Groups (3 credits)

An in-depth review of the theory and research on the formation of groups and group identification, performance in groups, prejudice and discrimination towards outgroup members, crowds and collective behavior, intergroup conflict, cooperation and competition, and resolution of conflict within and between groups. Prerequisites: Psy 101 and Psy 202.

PSY 441 Biological Bases of Behavior (3 credits)

An in-depth review of the physiology, organization and functions of the human brain. The emphasis will be on current issues and findings in such topics as sleep and dreaming, learning and memory, consciousness, sensation and perception, neuroplasticity, emotion, stress, and mental illness. Prerequisites: Psy 101, 202, and 232.

PSY 445 History & Systems (Senior Seminar) (3 credits)

A consideration of the philosophical and empirical foundations of psychology and the contribution of the various systems of psychology to understanding human and animal behavior. A synthesis of knowledge and skills expected of the undergraduate psychology major is emphasized. Prerequisites: Psy 101, Psy 202, senior standing, or consent of the instructor. (Offered every year, generally in the Spring semester)

PSY 390/490 Special Topics in Psychology (1-3 credits)

PSY 391/491 Honors in Psychology (3 credits)

PSY 395/495 Internship in Psychology (1-3 credits)

PSY 398/498 Research Or Teaching Practicum (1-3 credits)

PSY 399/499 Guided Independent Study in Psychology (1-3 credits)

Religious Studies

RS 100 Quest for Religious Meaning (3 credits)

The field of religion explores the ultimate questions of human being, meaning, and value. How did the world come to be as it is? Why is there pain and suffering? Is there a plan for individual life, for human history, for the world? Is the cosmos in which we live fundamentally hostile, neutral, or caring and supportive of our being? This course examines a variety of methods used for responding to such questions within the academic study of religion. It inquires into major themes of various religions and addresses critical issues in religion and ethics with regard to their impact upon our lives today. Recommended as a first course in religious studies. (Humanities Breadth Course)

RS 209 The Bible Today (3 credits)

This course is an introduction to the Bible as a whole and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes, and beliefs of both Old Testament and New Testament will be explored through the study of representative biblical texts and the use of secondary sources. The widely accepted methods of current historical biblical scholarship will be employed. (Humanities Breadth Course)

RS 218 The Christian Story (Introduction to Christian Beliefs) (3 credits)

The Christian story offers a powerful account of how God has chosen to relate to human beings from our original creation through our history of alienation to our climactic atonement and reconciliation with the divine. This course explores the network of beliefs interwoven with that story, examining different ways in which the key doctrines of Christianity - its central characters, settings, and plot - have been interpreted in narrative form. (Humanities Breadth Course)

RS 219 Spiritual Journey (2 credits)

Using autobiographical reflections, interviews, and literary explorations, this course examines the processes of faith development and the role of concrete practices in the cultivation of personal spirituality.

RS 220 Ethical Topics (2 credits)

Depending upon the needs and interests of students, this course will explore a range of issues with ethical implications for persons of faith, including such topics as sexual ethics, "matters of life and death" abortion, eugenics, euthanasia, and ecotheology.

RS 221 Introduction to Christian Education (2 credits)

A blend of class work and field experience, this course serves as a general introduction in which each student will develop his/her own philosophy of Christian Education, informed by major thinkers and trends in the discipline.

RS 222/322 Religion in Stories, Plays & Films (2 credits)

An exploration of religious questions and affirmations as these are encountered in selected novels, short stories, plays, and films. (Humanities Breadth Course).

RS 223/323 Religion & Psychology: Freud, T.A., & Jung (2 credits)

An in-depth exploration of the relation between religion and psychology as reflected in selected works of Sigmund Freud, Transactional Analysts, and Carl Jung in dialogue with representative 20th century, mostly mainstream, Protestant, theologians (e.g., Richard Niebuhr and Paul Tillich). (Humanities Breadth Course)

RS 241 Religion in the Middle East (2 credits)

An introduction to the role religion (Judaism, Christianity, and Islam) has played, from ancient times to the present, in the troubled history of the Middle East. Focus upon contemporary Israel, the Palestinians, Christians within Israel, and Israel's Arab/Muslim neighbors.

RS 244/344 Religions of India & South Asia (2 credits)

An introduction to the origins, historical developments, basic beliefs and practices of Hinduism (India) and Theravada Buddhism (Shri Lanka).

RS 246/346 Religions of China (2 credits)

An introduction to the origins, historical developments, basic beliefs and practices of Taoism, Confucianism, and Mahayana Buddhism in China.

RS 247/347 Religion & Psychology: Humanist, Behaviorist, & Developmental Schools (2 credits)

An in-depth exploration of the relation between religion and psychology as reflected in selected works of Abraham Maslow, Gordon Allport, and B.F. Skinner in dialogue with representative 20th century, mostly mainstream Protestant, theologians.

RS 250 / 350 Topics in Pastoral Theology (2 credits)

Responsive to the interests of students and departmental faculty, this course will focus upon topics relating theology to concrete human experience, such as:

Deadly Sins and Lively Virtues; Theology of the Body; and Pastoral Care.

RS 325 Issues in Women & Religion (2 credits)

From the roles of women in various world religions, to the relationship between sexuality and spirituality, to the impact of feminist theories upon theological reflection, this course examines a range of issues pertinent to the intersection of gender and religious studies. (Humanities Breadth Course)

RS 326 Patristic & Medieval Theology (2 credits)

This course explores the origins of Christian thought and practice in the development of creeds; the encounters with heresy; and the flowering of monasticism, missions, and mysticism. Attention will be given to such thinkers as Athanasius, Augustine, St. Francis, Hildegard of Bingen, and Thomas Aquinas.

RS 327 Reformation Theology (2 credits)

This course focuses on the origins and development of Protestant thought and practice, with a close exploration of the works of Martin Luther and John Calvin and their theological heirs.

RS 328 Schleiermacher & Protestant Liberalism (2 credits)

After the passions of Luther and Calvin waned into Protestant orthodoxy or Enlightenment rationalism, religious fervor reawakened in Friedrich Schleiermacher's fusion of Christian theology with the spirit of Romanticism. This course explores his work and watershed contributions to subsequent experiential theology.

RS 329 Ministry with Children (2 credits)

This course focuses on the specific challenges and opportunities in educational programming for children in a Christian context. Field experience will supplement classroom study and discussion. Prerequisite: Introduction to Christian Education, or permission of instructor.

RS 330 Ministry with Youth (2 credits)

This course focuses on the distinctive challenges and opportunities in programming for youth in a context of shared ministry. Field experience will supplement classroom work. Prerequisite: Introduction to Christian Education, or permission of instructor.

RS 340 The Pentateuch (2 credits)

A contemporary scholarly exploration of the first five books of the Bible using the widely accepted methods of undergraduate academic biblical study: historical recollection, literary analysis, and theological interpretation. (Old Testament) (Humanities Breadth Course)

RS 341 Hebrew Prophets (2 credits)

Historical, literary, and theological study of the classical (8th-9th centuries BE) prophets of ancient Israel, preserved in the Tanak (Old Testament). (Humanities Breadth Course)

RS 342 The Synoptic Gospels (2 credits)

The origins, sources (both oral and literary), formations and literary relations of the gospels of Matthew, Mark and Luke. Reflections on theological themes in these early Christian documents. A brief introduction to the question of the historical Jesus. (New Testament) (Humanities Breadth Course)

RS 343 The Life & Letters of the Apostle Paul (2 credits)

A historical, literary, and theological study. (New Testament) (Humanities Breadth Course)

RS 348 Hebrew Psalms & Wisdom Literature (2 credits)

Historical, literary, and theological study of the psalms and wisdom literature of ancient Israel (*Tanakh*) and the continuing Christian community (Old Testament).

RS 349 Johannine Literature (2 credits)

Historical, literary, and theological study of the New Testament documents of the Gospel According to John, the letters of I John, II John, and III John, and the Apocalypse of John.

RS 420 Kierkegaard, Barth, & Neo-Orthodoxy (2 credits)

Bucking the trend to the focus on human experience in the theological legacy of Schleiermacher, the work of Kierkegaard and Barth returned to a stress on human sinfulness and the sovereignty of God. This course explores their distinctive orientation as it developed into the perspective known as neo-orthodoxy.

RS 421 Tillich & His Heirs (2 credits)

This course explores the systematic theology of Paul Tillich and the impact of his methodology on other important twentieth century thinkers. Attention will be given to a range of issues, including such topics as the relationship of Christianity to culture and to other religions.

RS 453 Senior Portfolio (1 credit)

Each graduating major in religious studies will be required to present a portfolio to the faculty of the department for discussion at the conclusion of the final semester of the student's senior year. This portfolio will include such elements as copies of selected papers and projects the student has submitted in courses, a credo of current beliefs, and a spiritual autobiography reflecting key challenges and questions encountered during the student's exploration of religious studies, or an evaluative essay assessing the student's total experience as a major in religious studies at St. Andrews.

St. Andrews General Education

SAGE 100 College Success (3 credits)

This course is part of St. Andrews' FirstYear Experience. This course will deal with the transition from high school to college, the development of academic success skills, the application of critical thinking skills, and the exploration of potential careers and majors. *Required for all first-year students and transfer students entering with less than 15 credits.*

SAGE 110 Essays I (3 credits)

This course is required of all St. Andrews students unless exempted based upon a qualifying score on the St. Andrews' writing sample. This course begins with an examination of strategies for constructing effective paragraphs, and moves to the composition of multi-paragraph essays in descriptive analytic, and comparative forms. Students will work as needed on areas of mechanics, grammar, and syntax, and will take all major papers through a process of drafting and significant revisions.

SAGE 111 Essays II (3 credits)

This course moves students from informative to argumentative writing, focusing on the ability to construct and defend a thesis using supporting evidence from properly documented library research. Additional emphasis will be given to revisions attentive to matters of word choice and style. Students in this course are expected to resolve problems of grammar and syntax independently. Prerequisites: *SAGE 110 or qualifying score on the St. Andrews' writing sample. Required of all students.*

SAGE 111H Essays II – Honors (3 credits)

A rhetorical approach to topics in language, literature and culture. Reading and writing assignments may be organized around a course theme or focus. The writing instruction objectives of SAGE 111 will be met; however, in this course college level competence in pre-writing and research will be assumed. Prerequisites: *Exemption from SAGE 110 and admission to the General Honors Program.*

SAGE 120 Lifetime Wellness (2 credits)

This course provides a combination of classroom instruction in the nutritional and lifestyle aspects of health and wellness and practical experience with a personal physical exercise regime designed to maintain optimum cardiovascular fitness. *Required of all students.* (This course was previously offered as PE 100)

SAGE 210 World Cultures I: Human Achievement from Literacy to Modernity (3 credits)

Through the study of primary sources, this course surveys the scope of humanity's achievements in several of its most seminal epochs. We will examine the variety of ways literate humans have grasped the human tasks of governance, moral obligation and relationship to transcendence, from our beginning up to the origins of modernity. Our objective will be to appreciate the commonality and diversity among various cultures in their own terms and to respond to them critically in ways which refine our own constructions and programs of action. Prerequisite: Sophomore standing. *Required of all students.*

SAGE 211 World Cultures II: Human Achievement from Modernity's Beginnings to the Present (3 credits)

This course continues the study of human achievement begun in SAGE 210, beginning with the European Renaissance and culminating in modern democratic movements. Sophomore standing. *Required of all students.*

SAGE 253 Integrated Science & Quantitative Reasoning I (4 credits)

3 hrs lecture/discussion, 1 3-hr laboratory session/week. Structured around the theme "Science and the Public Interest" exercises in this course will utilize public policy issues to provide a relevant context in which non-scientists may interact with scientific knowledge and theory. In the quest for understanding these issues, students will be active participants in the process of acquisition, discovery, interpretation and communication of scientific fact and theory, including the development of relevant quantitative skills. Experiential, hands-on activities, as well as critical analysis of theory and exploration of the history of selected ideas will be used to promote a clear understanding of the scientific process and the nature of science fact and theory. In the first term of this two course sequence, observation and measurement, statistical parameters, and data presentation and interpretation will be emphasized. Prerequisites: Sophomore standing. *Required of all students.*

SAGE 254 Integrated Science & Quantitative Reasoning II (4 credits)

3 hrs lecture/discussion, 1 3-hr. laboratory session/week. See general description for SAGE 253. This second term of the two course sequence will emphasize simple mathematical models, computer techniques, statistical analysis, and critical analysis of theories (science vs. non-science). Prerequisites: SAGE 253. *Required of all students.*

SAGE 271 Teaching, Leadership, & Mentoring (1-3 credits)

This course is offered for students who are serving as mentors and teaching assistants in SAGE courses, primarily SAGE 100. Participation in weekly team meetings and training sessions is required. Prerequisite: *Sophomore standing.*

SAGE 354 Scientific Communication in the Public Forum (3 credits)

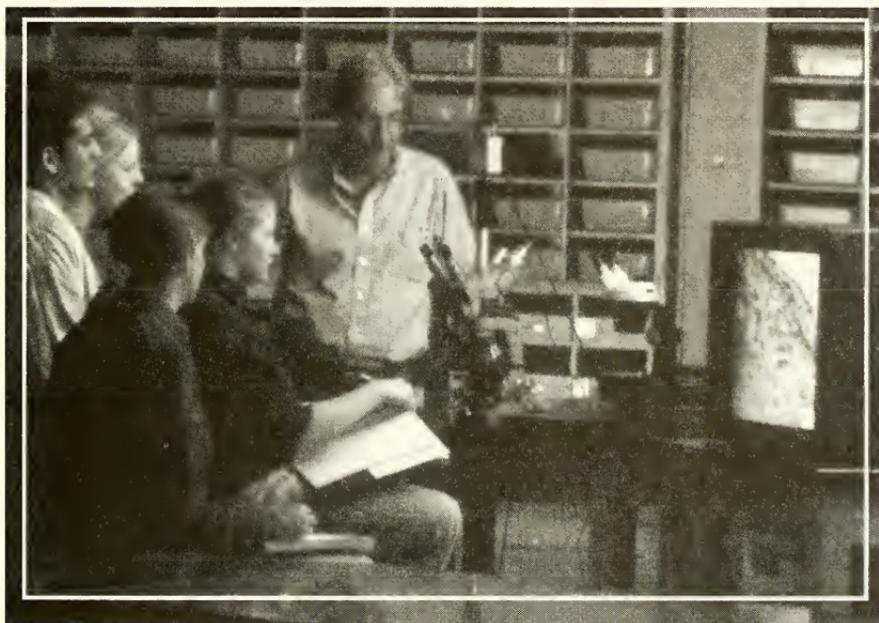
In this course students with strong backgrounds in science and math will develop an awareness of the importance of science in the public forum through active participation in the art of communicating science to non-scientists. All students in this course will serve as tutors and lab assistants in either SAGE 253 or 254. Prerequisites: Junior standing; Biol 211 and 212, Chem 201 and 206, or Phys 211 and 212; and Math 205 or 221. *Required of all students not electing to take SAGE 253 and 254.*

SAGE 409 Global Perspectives (3 credits)

SAGE 409 is the capstone course in the SAGE sequence. It requires students to draw on the knowledge and skills acquired in earlier SAGE courses and their majors in order to understand complex global problems and develop ethically-sensitive responses to these problems. The course focuses on themes of global interdependence, social justice, and the relationship of individuals to various communities and systems—both cultural and ecological. This course aims at honing the communication skills learned in previous years and at developing the decision-making skills necessary for responsible citizenship. Students will also produce an integrative research paper. Normally taken in the Fall Term of the senior year. *Required of all students.*

SAGE 481 Senior Transitions (1 credit; pass/fail)

This course is designed to help the student with issues relating to transition into the world of work, graduate school, or professional school. It will involve weekly workshops and seminars. *Required of all students.*





1998-1999 Faculty



Full-Time Faculty

(The date following the name indicates the year of appointment)

William M. Alexander (1961)

Distinguished Professor of Philosophy and Religion. A.B., Davidson College, 1950; B.D., Louisville Presbyterian Theological Seminary, 1953; ST.M., Harvard University, 1957; Ph.D., Princeton Theological Seminary, 1961.

Laura J. Arwood (1995)

Assistant Professor of Biology. B.S., Ph.D. North Carolina State University 1982, 1989.

Ronald H. Bayes (1968)

Writer-in-Residence and Distinguished Professor of Creative Writing. B.S., M.S., Eastern Oregon College 1959, 1960; University of Pennsylvania, 1959-60, Litt. D.M., Universita Delle Arti, 1982.

Warren L. Board (1994)

President of the College and Professor of Social Sciences. B.A., University of Idaho, 1964; M.A., University of Denver, 1967; Ph.D., Syracuse University, 1978.

Norman T. Boggs III (1982)

Associate Professor of Chemistry. B.A., Hamilton College, 1962; Ph.D., State University of New York at Buffalo, 1967.

Mary Louise Bringle (1983)

Jefferson-Pilot Professor of Religion. B.A., Guilford College, 1975; M.A., Ph.D., Emory University, 1980, 1984.

Cornelius Bushoven III (1969)

Professor of Politics. A.B., Davidson College, 1964; M.S., Ph.D., Duke University, 1967, 1971. (On Sabbatical leave 1998-1999)

Pamela Case (1996)

Assistant Professor of Psychology. B. A., M.A, Ph.D. Florida Atlantic University 1971, 1975, 1996.

Schelley H. Childress (1991)

Catalog Librarian with the rank of Associate Professor. B.A., Union University, 1961; M.L.S. North Carolina Central University, 1986.

Charles W. Clark (1983)

Professor of History. B.A., Colorado College, 1968; M.A., Ph.D., University of Colorado, 1972, 1979.

Claude McW. Crider III (1997)

Assistant Professor of Business Administration. B.S., Southwestern Louisiana, 1972; M.B.A., M.Ed., University of South Carolina, 1976, 1977.

Allen C. Dotson (1981)

Professor of Mathematics and Physics. B.S., Wake Forest University, 1960; Ph.D., University of North Carolina at Chapel Hill, 1964.

Pamela G. Ely (1995)

Assistant Professor of Psychology. B.A., Ohio Dominican College, 1989; M.A., Ph.D., Miami University, 1991, 1993.

Christine Farina (1998)

Assistant Professor of Communications. B.A., Drew University, 1992. M.F.A., University of North Carolina at Greensboro, 1998.

David Fish (1990)

Associate Professor of Music. B.A., M.A., Ph.D. Western Michigan University, 1977, 1982, 1994.

D. Michael Fletcher (1994)

Assistant Professor of Economics. B.S., University of South Florida, 1987; Ph.D., The University of Tennessee, 1994.

Barbara J. Frank (1990)

Associate Professor of Mathematics. B.S., Wells College, 1972; M.S., Indiana University, 1975.

Jean A. Funderburg (1995)

Visiting Assistant Professor of Education. B.A., University of Michigan, 1963, 1969; Ed.S., Ph.D., Stanford University 1986, 1989.

Joe T. Harris (1998)

Assistant Professor of Mathematics. B.S., Georgetown University, 1985; Ph.D., Stanford University, 1995.

Robert J. Hopkins (1983)

Professor of Business and Economics. B.A., Tennessee Technological University, 1968; M.S., Ph.D., The University of Tennessee, 1970, 1972. (on leave 1998-99)

Jane Huffman (1994)

Associate Professor of Education. B.S. M.S., Radford College, 1976, 1982; Ed.D., Virginia Polytechnic Institute and State University, 1991.

James I. Lankford, Jr. (1987)

Professor of Chemistry. B.S., University of Virginia, 1955; Ph.D., University of Miami, 1985.

John D. Lawson, Jr. (1996)

Visiting Assistant Professor of Creative Writing. B.A., St. Andrews Presbyterian College 1971, M.A. Virginia Commonwealth University, 1986, Ph.D. Northern Illinois University, 1995.

Edna Ann Osmanski Loftus (1977)

Professor of English. B.A., Sweet Briar College, 1972; M.A., Ph.D., Princeton University, 1976.

William J. Loftus (1974)

Director of Institutional Planning and Effectiveness and Executive Assistant to

the President. Professor of French. B.A., University of Scranton, 1967; M.A., Ph.D., Pennsylvania State University, 1969, 1973.

Dennis McCracken (1981)

Associate Professor of Biology. B.S., M.S., East Tennessee State University, 1968, 1972; Ph.D., Wake Forest University, 1978.

Christopher McDavid (1996)

Assistant Professor of Art. B.F.A. University of Kentucky, 1986, M.F.A. Florida State University 1989.

Stephanie McDavid (1994)

Associate Professor of Art, B. A. University of Kentucky, 1987, M.F.A. Florida State University, 1989.

George E. Melton (1968)

Professor of History. B.S., Davidson College, 1954; M.A., Ph.D., University of North Carolina at Chapel Hill, 1956, 1966. (On sabbatical leave, Spring semester 1999)

Warren Moseley (1998)

Visiting Assistant Professor of Computer Science. B.A., St. Andrews Presbyterian College, 1968; M.S., Ph.D., University of North Texas.

Corinne L. Nicholson (1989)

Associate Professor of Business. B.A., Salem College, 1972; M.B.A., University of North Carolina at Charlotte, 1988.

Richard C. Prust (1967)

Professor of Philosophy. B.A., University of Wisconsin, 1961; B.D., Yale University, 1964; Ph.D., Duke University, 1970.

Lawrence E. Schulz (1971)

Vice President for Academic Affairs, Dean of the College, and Professor of Politics. B.A., University of Redlands, 1965; M.A., Ph.D., Claremont Graduate University, 1967, 1972.

Alvin H. Smith

Professor of Psychology. B.A., M.Ed., Ph.D., University of Missouri, 1950, 1954, 1961; B.D., University of Dubuque, 1953.

O. Eugene Smith (1975)

Associate Professor of Education. B.S., M.S., West Virginia University, 1962, 1965; Ph.D., University of Maryland, 1975.

Carl F. Walters (1982)

Warner L. Hall Professor of Religion. B.A., Southwestern at Memphis, 1956; B.D. (M.Div.), Th.M., Ph.D., Union Theological Seminary, 1959, 1960, 1964. (On sabbatical leave, Spring semester 1999)

Frank D. Watson (1990)

Associate Professor of Biology. B.A., University of Virginia, 1974; M.A., The College of William and Mary, 1977; Ph.D., North Carolina State University, 1983.

Christine G. Woomer (1998)

Assistant Professor of Chemistry. B.A., Shippensburg State University, 1992; Ph.D. Carnegie Mellon University, 1998.

Other Faculty

Shirley Arnold

Visiting Faculty in Religion. B.A., Centenary College of Louisiana, 1980.

Daniel G. Auman

Director and Managing Editor of the St. Andrews Press. B.A., St. Andrews Presbyterian College, 1992; M.A., Virginia Commonwealth University, 1994.

H. Phillip Barrineau

Associate Dean of Students/Career Services and Visiting Faculty in Psychology and Religion. B.A., Asbury College, 1977; M. Div. Asbury Theological Seminary, 1980; Ph.D., University of Georgia, 1989.

Sharon E. Belle

Athletic Trainer and Visiting Faculty in Exercise Science & Sport, B.A., M. A., University of North Carolina at Chapel Hill, 1995, 1997.

William Caudill

Director of Scottish Heritage Center and Adjunct Instructor of Music, B.A., St. Andrews Presbyterian College, 1989.

Rooney L. Coffman

Director of Logistics and Instructor in Science Laboratories. B.A., St. Andrews Presbyterian College, 1968.

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Visiting Faculty in Chemistry. B.S. St. Andrews Presbyterian College, 1991; Ph.D., North Carolina State University, 1997.

Robert M. Conatser

Visiting Faculty in Exercise Science & Sport. B.S., University of Nevada-Reno, 1892; M.A., Western Michigan University, 1995.

Ronald C. Crossley

Visiting Faculty in the Humanities. B.A., Samford University; B.D., Southern Baptist Theological Seminary; Ph.D., Duke University

Patrick Dolan

Visiting Faculty in Exercise Science & Sport. B.S. St. Cloud State University

Mark Durham

Visiting Faculty in Communications. B.A., University of North Carolina at Chapel Hill, 1974.

Mark R. Ebert

Visiting Faculty in Music. B.A., St. Andrews Presbyterian College 1981.

Michael Essary

Visiting Faculty in Business. B.S., University of Tennessee at Knoxville, 1980; M.B.A., University of South Carolina, 1985.

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Visiting Faculty in Music. B.S., University of South Carolina, 1977.

D. B. (Shelby) French

Director of the Equestrian Program, Adjunct Associate Professor of Exercise Science & Sport. B.A., University of Tennessee, 1971; M.M., University of Hartford, 1972.

Soichi Furuta

Visiting Faculty in Literature, B.A. University of California, Los Angeles, 1954.

Grace L. Gibson

Visiting Faculty in Literature, M.A. Duke University, 1943.

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Visiting Faculty in Education. B.A., Winthrop College, 1975; M.Ed., The Citadel, 1988.

Margaret S. Houston

Visiting Faculty in Anthropology, B.A. University of Pennsylvania, 1966; M.A., Ph.D. University of North Carolina, Chapel Hill, 1975, 1983.

John Lantz

Visiting Faculty in Exercise Science & Sport. B.S., Michigan State University, 1992.

Karen E. Leach

Director of Community Music Program. Visiting Faculty in Music. B.A. Salem College, 1985.

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Interim College Librarian. B.A., St. Andrews Presbyterian College, M.L.S., North Carolina Central University, 1989.

Elizabeth W. McSwain

Director of St. Andrews at Sandhills Program, Visiting Faculty in Education. B.S., Appalachian University, 1980; M.Ed. University of North Carolina at Chapel Hill, 1984.

Maria A. Martin

Visiting Faculty in Spanish. B.A., University of Santo Tomas, Bogota, Columbia, 1974.

G. Tyler Miller, Jr.

Adjunct Professor of Chemistry and Human Ecology, B.S. Virginia Military Institute; M.S., Ph.D. University of Virginia.

Marcia K. Nance

Dean of Students and Visiting Faculty in Education. B.A.E., Wayne State College; M.S., Kearney State College.

John H. Nicholson III

Visiting Faculty in Business. A. B., The Citadel, 1964; J. D. Wake Forest University, 1971.

Denis R. O'Brien

Visiting Faculty in Computer and Information Science. B.S., University of Nebraska at Omaha, M.A. Central Michigan University, 1974, 1978.

Statha G. Osborne

Visiting Faculty in Music. B.A., Pfeiffer College, 1977.

Sonja M. Pate

Visiting Faculty in Foreign Languages. B.A., St. Andrews Presbyterian College, 1989; M.A., Middlebury College, 1995.

Mark L. Peeler

Athletic Director and Visiting Faculty in Exercise Science and Sport. B.A. The University of the South, 1984; M. A., Winthrop University, 1994

Robert J. Perron

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Scott M. Peters

Visiting Faculty in Exercise Science and Sport. B.A., M.A., University of Kentucky, 1979, 1982.

William H. Phillips

Visiting Faculty in Communications. B.A., M.Ed., Salisbury State University, 1966, 1973; M.S., State University of New York at Binghamton, 1981

Mary de Rachewiltz

Adjunct Professor of Literature. Litt.D. University of Idaho; LHD, St. Andrews Presbyterian College.

S. W. de Rachewiltz

Adjunct Professor of Literature. B.A. Rutgers University; A.M., Harvard University; Laurea in lingue e letteratura straniere moderne Università di Urbino; Ph.D., Harvard University.

Howard Reichner

International Student Advisor and Visiting Faculty in Politics, B.A. University of California at Santa Barbara, 1960, M.P.A., University of Tennessee at Knoxville, 1974.

Robert E. Reiman

Visiting Faculty in Geography. B.S., M.S., Ph.D., The Florida State University, 1961, 1962, 1964.

Brian A. Risk

Visiting Faculty in Computer Science. B.S., St. Andrews Presbyterian College, 1997.

Lorraine Renker

Director of Therapeutic Riding Program and Visiting Faculty in Exercise Science and Sport. B.S. Bridgewater State College, 1974.

Ann-Marie Rosavage

Visiting Faculty in Psychology. R.N., Our Lady of Lourdes School of Nursing, 1967; B.A., M.A., Ph.D. Michigan State University, 1983, 1987, 1990.

Hiroaki Sato

Visiting Faculty in Literature. M.A., Doshisha University, Kyoto, Japan.

Emily S. Silberberg

Director of Special Academic Services. Visiting Faculty in Education. B.A. University of Michigan at Ann Arbor, 1992; M.A., Eastern Michigan University, 1993.

Eric Silberberg

Visiting Faculty in Communications. B.A., University of Michigan, 1992; J.D., Boston University School of Law, 1996; M. S., Boston University College of Communication, 1998.

Stephen E. Smith

Visiting Faculty in Literature. B.A., Elon College, 1969; M.F.A. 1971, University of North Carolina at Greensboro.

James F. Stephens (1969)

Registrar, Associate Dean for Academic Affairs, and Adjunct Professor of Chemis-

try. B.S., West Virginia University, 1963; M.S., Marshall University, 1965; Ph.D., University of Tennessee, 1969.

Charleen Swansea

Visiting Faculty in Literature. B.A., Meredith College, 1954; M.A., University of North Carolina at Chapel Hill, 1955.

Gary Swanson

Visiting Faculty in Exercise Science and Sport. B.A., University of North Iowa, 1983.

Lance J. Watkins

Visiting Faculty in Exercise Science and Sport. B.S., Methodist College, 1992; M.B.A., Winthrop University, 1994.

Ricky W. Watkins

Visiting Faculty in Education. B.A., The University of North Carolina at Wilmington, 1980; M.A., Pembroke State University, Ed.D., Nova University, 1989.

William P. Wells, Jr.

Visiting Faculty in Exercise Science and Sport. B.A. University of South Carolina, 1980.

Alice L. Wilkins

Visiting Faculty in Music. B.A., Houghton College, 1960; M.S. in L.S., Columbia University, 1962.

Patty Wilson

Visiting Faculty in Psychology, B.S., M.H.E., Bowling Green State University, 1983, 1986, Ph.D., University of North Carolina, Greensboro, 1990.

Marilyn B. Wright

Visiting Faculty in History. B.A., University of North Carolina at Chapel Hill, 1971; M.A., Pembroke State University, 1988.

Faculty Emeriti

Carl D. Bennett

Distinguished Professor of English Emeritus. B.A., M.A., Ph.D., Emory University.

Margaret W. Bennett

Associate Librarian and Cataloger with the rank of Associate Professor Emerita. B.A., A.B. in L.S., Emory University.

P. Leslie Bullock

Professor of Religion Emeritus. B.S., North Texas State College; B.D., Th.M., Th.D., Union Theological Seminary in Virginia.

Rodger W. Decker

Director of Rehabilitation Services and Professor of Education and Psychology Emeritus. B.A., Hope College; M.S., State University of New York at Albany; Ed.D., Columbia University.

Harry L. Harvin

Professor of History and Politics Emeritus. B.A., Wofford College; M.A., Ph.D., Duke University.

Herbert A. Horn

Professor of Piano Emeritus. B.M., DePaul University; M.M., D.M.A., University of Southern California.

Catharine E. Neylans

Professor of Romance Languages Emerita. B.A., Wesleyan College; M.A., Ph.D. University of North Carolina at Chapel Hill, M.A. Middleburg College.

Julian L. Smith

Professor of Physical Education, Director of Athletics, and Chairman of Physical Ed., Health & Recreation Emeritus. B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Ohio State University.





Administration

Office of the President

Warren L. Board, B.A., M.A., Ph.D., President

William J. Loftus, B.A., M.A., Ph.D., Executive Assistant to the President
and Director of Institutional Planning and Effectiveness.

Emma J. Gainey, Administrative Assistant to the President

Academic Affairs

Lawrence E. Schulz, B.A., M.A., Ph.D., Vice President for Academic Affairs and
Dean of the College

Sharlene L. Gilchrist, Administrative Assistant to the Dean

James F. Stephens, B.S., M.S., Ph.D., Registrar, Associate Dean for
Academic Affairs, and Director of Institutional Research

Deborah A. Smith, B.A., Assistant Registrar

Mildred S. Peele, Administrative Assistant

Tracy Jill Lisenby, Data Processing Clerk

I. William Pfeifer, B.S., Director of Computer Services.

Billie Adeimy, B.S., Computer Systems Analyst

Tommy Adeimy, B.A., M.A., Computer/Network Technician

Emily S. Silberberg, B.A., M.A., Director, Special Academic Services

Edna Ann Loftus, B.A., M.A., Ph.D., Director of Academic Advising

Robert J. Hopkins, B.A., M.S., Ph.D., Program Director, Electronic Commerce
Resource Center

Elizabeth W. McSwain, B.S., M.Ed., Director of St. Andrews, Sandhills
Campus

Donald G. Scoles, B.A., M.A., D.A., Director of Internships

Carl F. Walters, B.A., B.D., Th.M., Ph.D., Director of International Programs

Mary McDonald, M.L.S., Interim College Librarian

Schellely H. Childress, M.A. in L.S., Catalog Librarian

Diane Hanke, Administrative Assistant

Admissions & Student Financial Planning

Marcia Nance, B.A., M.S., Dean of Enrollment

Shirley Arnold, B.A., Associate Director of Admissions

Courtney Karam, B.A., M.Ed., Assistant Director of Admissions

D. Michelle Fletcher, B.A., Assistant Director of Admissions

Trae Brookins, B.A., Assistant Director of Admissions

Kristie McEwen, Office Manager

Amy Underwood, B.A., Operations Assistant

Joan Stuart, Operations Assistant Admission/Financial Aid

Kellie Shoemake, B.A., Director of Student Financial Planning

Lynn Lupei, Work Study Coordinator

Daphne Sellers, A.A., Loan Coordinator

Athletics

Mark Peeler, B.A., M.A.T., Director of Athletics and Head Men's Basketball Coach

Robert J. Perron, B.A., Head Coach of Men's and Women's Cross-Country

Robert Conatser, B.S., M.A., C.A.T., Assistant Director of Athletics for
Athletic Training

D.B. (Shelby) French, B.A., M.M., Director of Equestrian Programs

Lance Watkins, Head Men's Soccer Coach and Assistant Director of
Athletics for Business and Compliance

Gary F. Swanson, B.A., Head Men's Baseball Coach

Rob Perron, B.A., Co-Head Coach of Men's and Women's Cross Country and
Assistant Men's Basketball Coach

Jamie Joss, B.S., Director of Sports Information and Promotion and Events
Manager

Scott Peters, B.A., M.A., Head Coach Women's Volleyball and Athletics
Admission Liaison

Lynn Griffin, B.A., Head Women's Basketball Coach

Stevan Hernandez, B.A., Head Women's Soccer and Softball Coach

Coleen Lew, Administrative Assistant

Student Affairs

Marcia K. Nance, B.A., M.S., Dean of Students

H. Phillip Barrineau, B.A., M.Div., Ph.D., Associate Dean of Students/
Director of Career Services

Wynnafred H. Gay, Office Manager/Housing Coordinator

Cindy L. Kelley, B.S., Director of Student Involvement and First Year
Programs

Cynthia R. Robinson, B.A., Director of Health and Rehabilitation Services

Howard Reichner, B.A., M.P.A., International Student Advisor

Preston Swiney, M.Ed., Director of Campus Life

Business Affairs & Administrative Services

William H. Gearhart, B.A., M.B.A., Vice President for Administration and Finance

I. William Pfeifer, B.S., Director, Computer Services

Billie Adeimy, B.A., Computer Systems Analyst

Tommy Sdeimy, B.A., M.A., Computer/Network Technician

Patrick K. Coats, B.A., Controller

Kay G. Cavendish, B.A., Student Billing

Deborah C. Walters, Personnel Administrator

Pamela Miles, Accounts Payable Clerk

James T. Blue, II, Purchasing Agent and Director of Physical Plant

Judy M. McCormick, Assistant Purchasing Agent

Mildred P. Dickens, Administrative Assistant to Physical Plant

Janet Schilling, Bookstore Director

Vance K. Bishop, Jr., B.A., Director of Administrative Support Center,
Director of Conference Services, and Director of Facilities Management

Jeri L. Dixon, Administrative Assistant, ASC

Michael Dixon, B.S., Director/Chief Public Safety, Campus Police

Institutional Advancement

Paul Baldasare, B.A., J.D., Vice President for Institutional Advancement

Glenn Batten, B.A., M. Div., Director of Church Relations

Susan Wentz, B.A., Director of Alumni Affairs

Becky Stacy, B.A., Director of Annual Fund

Minnie Hales, Director of Donor Records

Mark Kruea, B.A., Director of Communications

Ann Kurtzman, B.A., Assistant Director of Communications

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Appendix

General and Restricted Funds

The following named endowment funds of at least \$10,000 have been established:

- The H. T. Atkins Fund
- The Board of Christian Education - Chair of Bible
- The Jack Burris Rehabilitation Center Endowment Fund
- The Class of 1991 Faculty Development Award
- Neill Alexander and Augusta Evans Currie Memorial Library Fund
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- The E. Hervey Evans Visiting Fellows Program
- The Jane Gribble Fullen Faculty Development Fund
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- The Hillsdale Endowment Fund
- The Jefferson-Pilot Distinguished Professorship
- The Mary Franklin Jones McCoy Music Fund
- The McGaw Chair of Science
- The Morgan Music Fund
- The Flora McKinnon Perry Endowed Book Fund
- The Lura A. and W. W. Rader Electron Microscopy Fund
- The Kate Bitting Reynolds Fund
- The St. Andrews Press Endowed Fund
- The Scottish Fund
- The Wachovia Fund for Excellence
- The Women of the Church - Chair of Bible

Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:

- A. R. Bland, Sr, Adel Scott Bland, and A. R. Bland, Jr. Family Memorial Library Fund
- The Margaret W. Bowen Endowed Fund
- Katherine S. Boyd
- Leslie Bullock Religion Fund
- Wendy Ann Crapsey Memorial Library Fund
- Margaret J. Denny
- Elise Academy
- Goldsboro First Presbyterian Church Endowment
- Mr. and Mrs. Hiram Grantham
- Robert K. Gustafson Faculty Award for Excellence
- L. Spencer Ludlow Philosophy Book Fund
- The Jeanette McClelland Library Fund
- John Daniel McKay Memorial Fund
- St. Andrews College Chaplaincy Endowment
- Daniel Schman Philosophy Essay Award
- Blair Pierce Turner History Prize

Endowed Scholarship Funds

The following named scholarship funds of at least \$10,000 have been established:

- The David Leon Alexander Scholarship Fund
- Sarah Land Alexander Scholarship Fund
- The Alumni Association Scholarship Fund
- The Robert C. and Sadie G. Anderson Partnership-In-Educatioin Fund
- The Julia Bridgers Ashley Memorial Fund
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- The Nancy Boyle Caballero Music Scholarship
- The William Ralston Campbell and Della Martin Campbell Scholarship Funds
- The C. Fred Carlson Scholarship Fund
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- The Greater Charlotte Foundation Scholarship Fund
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- The Virginia Blair Carter Hagan Music Scholarship Fund
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- Thomas F. Henley Scholarship Fund

The Hensdale Scholarship Fund
The Mary B. A. Howell Scholarship Fund
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Index

Academic Honors	44	Business and Economics	
Academic Policies	55	Department	132-138
Academic Probation	60	Business and Economics Major	133
Academic Programs	43	Business and Economics Minor	138
Academic Residence		Calendar	4-5
Requirements	68	Career Services	22
Academic Warning	60	Chemistry Curriculum	166-168
Administration	229-231	Chemistry Department	123-125
Admission, Early Decision	14	Chemistry Honors	124-125
Admission, International Student	15	Chemistry Majors	124-126
Admission, International Student		Chemistry Minors	125
Transfer	16	Chinese Language Curriculum	188
Admission, Sandhills Campus	16	Church Services, Specialized	
Admission, Sandhills Campus		Program of Study	113-115
Requirements	53	Class Attendance	56
Adult Education	50	Class Cancellation	57
Alpha Chi	47	Classification of Students	55
Anthropology Curriculum	156	Commencement	68
Anthropology Department	131	Commencement Honors	47
Art Department	156	Communications & Performing	
Asian Studies Honors	82	Arts Curriculum	169-170
Asian Studies Major	81	Communications & Performing	
Asian Studies Minor	83	Arts Department	84
Assist Program	47	Communications & Performing	
Athletics	21	Arts Major	85
Auditing Courses	59	Communications & Performing	
Avinger Auditorium	31	Arts Minor	85
Bachelor of Arts	65	Community Service	26
Bachelor of Fine Arts	65	Computer & Information Science	
Bachelor of Science	65	Curriculum	171
Benson Fellows	46	Computer & Information Science	
Biology Curriculum	163-166	Minor	129
Biology Department	119-122	Computer Services	64
Biology Honors	121-122	Continuing Education	50
Biology Major	120-121	Contract Majors	67
Biology Minor	121	Correspondence Study	62
Board of Trustees	232	Course Additions	59
Breadth Requirements	67	Course Audits	59
Burris Center	33	Course Incompletes	59
Business & Economics		Course Loads	56
Curriculum	158-162	Course Numbering	55
Business & Economics, Dual-degree		Creative Writing Curriculum	171-172
program	137	Creative Writing Department ...	101-103

Credit Requirements for Majors	67	First Year Experience (SAGE)	75
Crossroads Cafeteria	22	Flexible Middle Courses (SAGE)	75
Declaration of Major	67	Foreign Languages Curriculum	188
Degrees, Second	15	Fortner Writers' Forum	27
Degrees Offered	65	French Curriculum	188
Departmental Honors	45	General Education Curriculum	
Departmental Honors Curriculum ...	155	(SAGE)	217-219
Deposits	35	General Education, Mission	
DeTamble Library	64	(SAGE)	73
Developmental Studies		General Education, St. Andrews	
Curriculum	173	(SAGE)	73-79
Diplomas	68	General Honors	44
Disabled Student Expenses	37	General Requirements	65
Education Curriculum	173-174	Geography Curriculum	192
Education Department	138	German Language Curriculum	189
Education Majors	141	Grade Appeal Procedure	61
Eligibility Rules for Extracurricular		Grading System	57
Activities	60	Graduation Application	68
English Curriculum	176-180	Grants	40
English Department	103-107	Greek, Foreign Language	190
English Honors	104-105	Guided Independent Studies	
English Major	105-106	- Curriculum	155
English Minor	106	Health Services	22
Ensembles Curriculum	201	Highland Players	27
Environmental Studies		History Curriculum	192-195
Curriculum	180	History Department	142
Environmental Studies Major	86-89	History Majors	144
Examinations	59	History Minors	147
Exercise Science & Sport		Honor Code, Community	21
Curriculum	180-187	Honor Roll, Dean's	46
Exercise Science & Sport		Honor Society	46
Department	89-94	Honors, Commencement	47
Exercise Science & Sport		Honors Curriculum	195-196
Honors	90-91	Honors in Exercise Science	90
Exercise Science & Sport		Humanities & Fine Arts	
Major	92	Division	99-115
Exercise Science & Sport		Incompletes	59
Minor	93-94	Insurance	36
External Examinations & Programs	62	Interdisciplinary Majors	
Faculty	221-227	& Minors	43, 66, 81-97
Fees and Costs	35	International Business	94-95
Final Examinations	59	International Programs	51
Financial Aid Awards for Foreign		International Students	
Study	63	Requirements	16
Financial Assistance	39	Internships	52

Intramurals.....	25	Politics Honors.....	148
Katherine McKay Belk		Politics Majors.....	148-149
Bell Tower.....	32	Politics Minors.....	149-150
Leadership Development.....	28	Pre-Law Certification.....	71
Liberal Arts Major.....	96-97	Pre-professional Programs.....	71
Liberal Arts Building.....	32	Press, St. Andrews.....	27
Library, DeTamble.....	31	Probation, Student.....	41
Literary Endeavors for Students.....	27	Psychology Curriculum.....	210-213
Loans.....	40	Psychology Department.....	150
Major, Second or Third.....	67	Psychology Honors.....	151
Majors Offered.....	43, 66	Psychology Majors.....	152
Mathematical, Natural & Health		Psychology Minors.....	153
Sciences Division.....	117-119	Reading and Language Arts	
Mathematical Sciences		Curriculum.....	174-175
Department.....	127-130	Refund Policy.....	38-39
Mathematics Curriculum.....	196-199	Registration.....	55
Mathematics Honors.....	130	Rehabilitation Services.....	25
Mathematics Major.....	128-129	Religious Life.....	25
Mathematics Minor.....	129	Religious Studies	
Minor Requirements.....	68	Curriculum.....	213-216
Minor, Second or Third.....	67	Religious Studies	
Minors in Exercise Science		Department.....	110-115
& Sport.....	93	Religious Studies Honors.....	122
Morgan-Jones Science Center.....	32	Religious Studies Majors.....	111-115
Morris Morgan Theatre.....	31	Religious Studies Minors.....	112
Music Department.....	107	Research/Teaching Practicum	
Music Minor.....	108	Curriculum.....	155
Music Curriculum.....	199-201	Residence Halls.....	33
Non-Degree-Seeking Students.....	18	Residence Life.....	25
Part-Time Student Expenses.....	37	Residence Status - Change.....	37
Pass-Fail Grading Option.....	59	Sage Program Description.....	73-75
Pate Hall Conference Center.....	32	Sage Courses, Senior.....	75
Payment Plan.....	38	Sandhills Campus,	
Payment Schedule.....	37	St. Andrews.....	53-54
Philosophy Curriculum.....	202-204	Sandhills Campus, Student	
Philosophy Department.....	108-110	Requirements.....	17, 50
Philosophy Major.....	109	Scholarships.....	41
Philosophy Minor.....	110	Scottish Heritage Center.....	31
Physical Education Activity		Second Degrees.....	68
Courses.....	205-207	Singing Wood Farm.....	33
Physical Education Center.....	33	Social and Behavioral Science	
Physical Education Major with		Division.....	43, 131-152
K-12 Licensure.....	142	Sophomore Honors.....	46
Politics Curriculum.....	207-210	Spanish Language - Curriculum.....	190
Politics Department.....	147-150	Special Academic Services.....	49

Special Studies - Curriculum.....	155	Transfer Assist Students	49
St. Andrews Institute for Lifelong		Transfer Students Requirements.....	15
Learning (Sail)	51	Travel Abroad,	
Student Activities - Social Events ...	26	Health Care Measures	23
Student Life & Resources	21	Vardell Building	32
Student Rights & Responsibilities	29	Visiting Students	19
Student Teaching	140	Visual Art Major	99
Students Organizations	27	Visual Art Minor	101
Studies Abroad	51	Visual Arts Curriculum	156-158
Summer School Elsewhere	63	William Henry Belk	
Summer Term	54	College Center	32
Therapeutic Riding Major	90-93	Withdrawal From The College	61
Thunderbird Partnership Program	53	Work-Study - Federal	40
Transcripts	62	Writers' Forum	27
Transfer	14		





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