



**C O K E R**  
COLLEGE

# **2018-2019 Academic Catalog**

*The electronic Academic Catalog will be the official version for Coker College*

## **MISSION OF THE COLLEGE**

Coker College is a student-centered, comprehensive college. It is dedicated to providing every student enrolled in the Day Program and in the Adult Degree Program an academic curriculum based upon a uniformly excellent liberal arts core that enhances the structured development of key personal skills.

The College's goal is to graduate students with the ability to think analytically and creatively, and to write and speak effectively.

Experiences both in and out of the classroom are focused on active student involvement and the practical application of academic knowledge that lead to lifelong learning. Coker measures its success by the personal and professional accomplishments enjoyed by all members of the academic community.

The Coker College Mission Statement was most recently reviewed and revised by removing the phrase "baccalaureate degree granting" from the first sentence. The change in wording was first presented by the President to the faculty at a senate meeting on September 10, 2009.

At the October 29, 2009 meeting of the Board of Trustees, the Chair of the Faculty and Educational Policy Committee of the Board presented a motion to change the mission statement and the entire Board unanimously approved it. [Board of Trustees Minutes 10-29-09] The College's Mission Statement as revised in Fall 2009 is specific and appropriate to Coker College as the College moves forward with its Strategic Plan.

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## **NON-DISCRIMINATION POLICY**

Coker College, in compliance with all applicable state and federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and expression, age, marital status, veteran or military status, or against individuals with disabilities, or other legally protected classifications in the areas of employment, admission, financial aid or access to educational or extracurricular programs, activities, or facilities.

## **2018-2019 ACADEMIC CALENDARS**

(Dates subject to change)

### **Undergraduate Day Program**

#### **Fall Semester, 2018**

|                |   |
|----------------|---|
| Aug 20         | Returner Move-in & finalize schedule                        |
| Aug 21         | Fall classes begin  |
| Aug 28         | Last day to Drop/Add a course                               |
| Aug 29         | Census date for reporting                                   |
| Aug 29         | Roster verification begins                                  |
| Sep 3          | Labor Day; College closed                                   |
| Sep 5          | Roster verification ends at 9:00am                          |
| Oct 11-12      | Fall break; no classes; College open                        |
| Oct 17         | Midterm grades due by 9:00am                                |
| Oct 22         | Assessment Day  |
| Oct 29         | Last day to Withdraw from a course without academic penalty |
| Oct 29 – Nov 2 | Advising for Spring semester, May Interim, and Summer Term  |
| Nov 5          | Pre-registration begins for Spring, May Interim, and Summer |
| Nov 21-23      | Thanksgiving Holidays; College closed                       |
| Nov 26         | Pre-registration end for Spring, May Interim, and Summer    |
| Dec 6          | Reading Day   |
| Dec 7-11       | Final Exams   |
| Dec 13         | All grades due by 9:00am                                    |
| Dec 15         | Winter Commencement   |

#### **January Term, 2019**

|        |   |
|--------|---|
| Jan 2  | Classes begin   |
| Jan 2  | Last day to Drop/Add a course                               |
| Jan 3  | Census date for reporting                                   |
| Jan 3  | Roster verification begins                                  |
| Jan 4  | Roster verification due by 9:00am                           |
| Jan 8  | Last day to Withdraw from a course without academic penalty |
| Jan 12 | Classes end   |
| Jan 15 | Grades due by 9:00am  |



**Spring Semester, 2019**

|         |   |
|---------|---|
| Jan 14  | Spring classes begin  |
| Jan 21  | Last day to Drop/Add a course                               |
| Janu 21 | Martin Luther King, Jr. Holiday; College open               |
| Jan 22  | Roster verification begins                                  |
| Jan 22  | Census date for reporting                                   |
| Jan 29  | Roster verification due by 9:00am                           |
| Mar 4-8 | Spring Break; no classes; College open                      |
| Mar 13  | Midterm grades due by 9:00am                                |
| Mar 25  | Last day to Withdraw from a course without academic penalty |
| Apr 1   | Advising for Fall semester and January Term                 |
| Apr 8   | Pre-registration begins for Fall semester and January term  |
| Apr 19  | Good Friday; College closed                                 |
| Apr 29  | Pre-registration ends for Fall semester and January term    |
| May 3   | Reading Day   |
| May 4-8 | Final Exams   |
| May 10  | Senior grades due by 9:00am                                 |
| May 11  | Spring Commencement   |
| May 13  | All grades due by 9:00am                                    |

**May Interim, 2019**

|        |   |
|--------|---|
| May 20 | Classes begin   |
| May 20 | Last day to Drop/Add a course                               |
| May 21 | Census date for reporting                                   |
| May 21 | Roster verification begins                                  |
| May 22 | Roster verification due by 9:00am                           |
| May 26 | Last day to Withdraw from a course without academic penalty |
| May 27 | Memorial Day; College closed                                |
| May 31 | Classes end   |
| Jun 4  | Grades due by 9:00am  |

**Summer Term, 2019**

|        |   |
|--------|---|
| Jun 3  | Classes begin   |
| Jun 8  | Last day to Drop/Add a course                               |
| Jun 9  | Census date for reporting                                   |
| Jun 9  | Roster verification begins                                  |
| Jun 13 | Roster verification due by 9:00am                           |
| Jun 24 | Last day to Withdraw from a course without academic penalty |
| Jul 4  | Independence Day; College closed                            |
| Jul 10 | Classes end   |
| Jul 13 | Grades due by 12:00pm                                       |

## **Undergraduate Adult Degree and Online Programs**

(Dates subject to change)

### **Fall Term I, 2018**

|        |   |
|--------|---|
| Aug 20 | Classes begin   |
| Aug 27 | Last day to Drop/Add a course                               |
| Aug 28 | Census date for reporting                                   |
| Aug 28 | Roster verification begins                                  |
| Sep 3  | Labor Day; College closed                                   |
| Sep 4  | Roster verification ends at 9:00am                          |
| Sep 21 | Last day to Withdraw from a course without academic penalty |
| Oct 10 | Classes End   |
| Oct 15 | Grades due by 9:00am  |

### **Fall Term II, 2018**

|              |   |
|--------------|---|
| Oct 15       | Classes begin   |
| Oct 22       | Last day to Drop/Add a course                               |
| Oct 23       | Census date for reporting                                   |
| Oct 23       | Roster verification begins                                  |
| Oct 29-Nov 2 | Advising for Spring, May Interim and Summer                 |
| Oct 30       | Roster verification ends at 9:00am                          |
| Nov 5        | Pre-registration for Spring, May Interim, and Summer begins |
| Nov 16       | Last day to Withdraw from a course without academic penalty |
| Nov 21-23    | Thanksgiving Holidays; College closed                       |
| Nov 26       | Pre-registration for Spring, May Interim, and Summer ends   |
| Dec 11       | Classes End   |
| Dec 13       | Grades due by 9:00am  |
| Dec 15       | Winter Commencement   |

### **Spring Term III, 2019**

|        |   |
|--------|---|
| Jan 7  | Classes Begin   |
| Jan 14 | Last day to Drop/Add a course                               |
| Jan 15 | Census date for reporting                                   |
| Jan 15 | Roster verification begins                                  |
| Jan 21 | Martin Luther King, Jr. Holiday; College open               |
| Jan 22 | Roster verification ends at 9:00am                          |
| Feb 12 | Last day to Withdraw from a course without academic penalty |
| Feb 28 | Classes End   |
| Mar 5  | Grades due by 9:00am  |

**Spring Term IV, 2019**

|        |   |
|--------|---|
| Mar 11 | Classes begin   |
| Mar 18 | Last day to Drop/Add a course                               |
| Mar 19 | Census date for reporting                                   |
| Mar 19 | Roster verification begins                                  |
| Mar 26 | Roster verification ends at 9:00am                          |
| Apr 1  | Advising for Fall and January term begins                   |
| Apr 8  | Pre-registration for Fall semester and January term begins  |
| Apr 12 | Last day to Withdraw from a course without academic penalty |
| Apr 29 | Pre-registration for Fall and January term ends             |
| May 2  | Classes End   |
| May 7  | All grades due by 9:00am                                    |
| May 11 | Spring Commencement   |

**Summer Term V, 2019**

|        |   |
|--------|---|
| May 20 | Classes begin   |
| May 27 | Last day to Drop/Add a course                               |
| May 27 | Memorial Day; College closed                                |
| May 28 | Census date for reporting                                   |
| May 28 | Roster verification begins                                  |
| Jun 4  | Roster verification ends at 9:00am                          |
| Jun 21 | Last day to Withdraw from a course without academic penalty |
| Jul 4  | Independence Day; College closed                            |
| Jul 16 | Classes End   |
| Jul 22 | Grades due by 9:00am  |

**Graduate Program**  
(Dates subject to change)

**Summer Term 1, 2018**

|        |   |
|--------|---|
| Jun 25 | Classes begin   |
| Jun 28 | Last day to Drop/Add a course                               |
| Jun 29 | Census date for reporting                                   |
| Jun 29 | Roster verification begins                                  |
| Jul 5  | Roster verification due by 9:00am                           |
| Jul 4  | Independence Day; College closed                            |
| Jul 22 | Last day to Withdraw from a course without academic penalty |
| Aug 5  | Classes End   |
| Aug 10 | Grades due by 9:00am  |

**Fall Term 2, 2018**

|        |   |
|--------|---|
| Aug 6  | Classes begin   |
| Aug 9  | Last day to Drop/Add a course                               |
| Aug 10 | Census date for reporting                                   |
| Aug 10 | Roster verification begins                                  |
| Aug 15 | Roster verification due by 9:00am                           |
| Aug 31 | Last day to Withdraw from a course without academic penalty |
| Sep 3  | Labor Day; College closed                                   |
| Sep 16 | Classes End   |
| Sep 21 | Grades due by 9:00am  |

**Fall Term 3, 2018**

|        |   |
|--------|---|
| Sep 17 | Classes begin   |
| Sep 20 | Last day to Drop/Add a course                               |
| Sep 21 | Census date for reporting                                   |
| Sep 21 | Roster verification begins                                  |
| Sep 26 | Roster verification due by 9:00am                           |
| Oct 12 | Last day to Withdraw from a course without academic penalty |
| Oct 28 | Classes End   |
| Nov 2  | Grades due by 9:00am  |

**Fall Term 4, 2018**

|           |   |
|-----------|---|
| Oct 29    | Classes begin   |
| Nov 1     | Last day to Drop/Add a course                               |
| Nov 2     | Census date for reporting                                   |
| Nov 2     | Roster verification begins                                  |
| Nov 7     | Roster verification due by 9:00am                           |
| Nov 21-23 | Thanksgiving Holidays; College closed                       |
| Nov 23    | Last day to Withdraw from a course without academic penalty |
| Dec 9     | Classes End   |
| Dec 14    | Grades due by 9:00am  |
| Dec 15    | Winter Commencement   |

**Spring Term 5, 2019**

|         |   |
|---------|---|
| Jan 7   | Classes begin   |
| Jan 10  | Last day to Drop/Add a course                               |
| Jan 11  | Census date for reporting                                   |
| Jan 11  | Roster verification begins                                  |
| Jan 16  | Roster verification due by 9:00am                           |
| Feb 4   | Last day to Withdraw from a course without academic penalty |
| Feb 17  | Classes End   |
| Feb 122 | Grades due by 9:00a.m.                                      |

**Spring Term 6, 2019**

|        |   |
|--------|---|
| Feb 18 | Classes begin   |
| Feb 21 | Last day to Drop/Add a course                               |
| Feb 22 | Census date for reporting                                   |
| Feb 22 | Roster verification begins                                  |
| Feb 27 | Roster verification due by 9:00am                           |
| Mar 15 | Last day to Withdraw from a course without academic penalty |
| Mar 31 | Classes End   |
| Apr 5  | Grades due by 9:00a.m.                                      |

**Spring Term 7, 2019**

|        |   |
|--------|---|
| Apr 1  | Classes begin   |
| Apr 4  | Last day to Drop/Add a course                               |
| Apr 5  | Census date for reporting                                   |
| Apr 5  | Roster verification begins                                  |
| Apr 10 | Roster verification due by 9:00am                           |
| Apr 29 | Last day to Withdraw from a course without academic penalty |
| May 12 | Classes End   |
| May 17 | Grades due by 9:00a.m.                                      |
| May 11 | Spring Commencement   |

**Summer Term 8, 2019**

|        |   |
|--------|---|
| May 13 | Classes begin   |
| May 16 | Last day to Drop/Add a course                               |
| May 17 | Census date for reporting                                   |
| May 17 | Roster verification begins                                  |
| May 22 | Roster verification due by 9:00am                           |
| May 27 | Memorial Day; College closed                                |
| Jun 10 | Last day to Withdraw from a course without academic penalty |
| Jun 23 | Classes End   |
| Jun 28 | Grades due by 9:00a.m.                                      |

# INTRODUCING COKER COLLEGE

Coker College is a student-focused, private liberal arts college located in Hartsville, South Carolina. Coker combines round table, discussion-based learning with hands-on experiences to encourage active participation in and out of the classroom. A supportive, close-knit community prepares Coker students with the confidence and practical life skills they need to reach their personal best, in college and beyond.

## **Coker's Purpose**

Coker College is an independent, comprehensive, baccalaureate and master's degree-granting institution that has a strong foundation in the liberal arts. The College provides personalized liberal arts and career-oriented educational opportunities in an environment that fosters participation in the community of scholarship and development of ethical character, leadership skills and social responsibility.

Coker College:

- Provides educational programs of uniform excellence.
- Teaches that commitment to work and service is integral to a meaningful life.
- Helps students develop the ability and will to continue learning throughout life.
- Encourages the integration of the worlds of vocation and the liberal arts.
- Affirms the inherent value of each individual and the importance of the human community.
- Addresses the higher educational needs of adults living and working in its geographical region.

## **Coker's Principle**

Fundamental to Coker College's purpose is a recognition of and emphasis upon the importance of the individual. This is so basic to the institution's understanding of its mission that it has formally adopted the following statement on the individual:

*The hallmark of Western Civilization is the search for personal fulfillment within a rationally ordered society. The faculty and trustees of Coker College accept the educational challenge of this quest by stressing the value both of the individual human being and of the human community.*

*At Coker, we affirm as the highest ethical principle the indestructible dignity of every human being. Furthermore, we believe that it is only by entering into community that a person can reach full human potential. We judge to be questionable any ideology or creed that is so individualistically oriented as to deny the irreducibly social component of human development or that places such value upon social groups or classes as to repudiate the significance of the individual apart from the group.*

To implement its philosophy, Coker College accepts each individual as a person of essential worth, assists its constituents to value themselves and their fellows as individuals of significance, and teaches that responsible participation in the human community requires service both to self and to others.

## **Coker's Pedagogy**

The College's understanding of itself, its insistence upon the maintenance of a low ratio of students to faculty and its recognition of the importance of the individual, is reflected in its way of teaching. To describe the institution's teaching style, the Coker faculty and trustees have approved the following definition of the "Round Table" approach to teaching:

*The Round Table approach to teaching as practiced at Coker College emphasizes the active role of the learner in the educational process. This approach depends upon small classes and reflects the commitment of the institution to the importance of the individual. The constant interaction thus assured between the instructor and the student makes possible a regular monitoring of the progress of learning. The frequent occasions when*

*students engage each other in discussion provide peer support for the learning process. To give maximum encouragement to this approach, the College limits its class enrollments to encourage dialogue.*

### **Coker's History**

Coker began in 1894 as Welsh Neck High School when Major James Lide Coker used his initiative and financial support to bring about the chartering of a private academy. In 1908, when South Carolina created a statewide public school system, Major Coker provided leadership for the conversion of the academy to Coker College for Women. From the decade of the twenties until years after World War II, it was the only college between Columbia and Charleston accredited by the Southern Association of Colleges and Schools. The institution originally enjoyed a close affiliation with the South Carolina Baptist Convention. The College became non-denominational in 1944.

Coker became a coeducational college in 1969. Approximately 75 percent of the students are from South Carolina, and the remaining 25 percent represent most of the states in the eastern United States.

Coker College's first president was Dr. E. V. Baldy, who served for two years. He was followed by:

Dr. Arthur Jackson Hall (1911-1914)  
Dr. Howard Lee Jones (1914-1915)  
Dr. E. W. Sikes (1916-1925)  
Dr. Carlyle Campbell (1925-1936)  
Dr. C. Sylvester Green (1936-1944)  
Dr. Donald C. Agnew (1944-1952)  
Dr. Joseph C. Robert (1952-1955)  
Dr. John A. Barry, Jr. (1955-1959)

Dr. Fenton Keyes (1960-1968)  
Dr. Wilfrid H. Callcott (1968-1969)  
Dr. Gus Turbeville (1969-1974)  
Dr. C. Hilburn Womble (1975-1980)  
Dr. James D. Daniels (1981-2002)  
Dr. B. James Dawson (2002-2009)  
Dr. Robert L. Wyatt (2009-present)

Throughout its history Coker has provided a liberal arts education of the finest quality, has sought to stay attuned to the needs of its contemporary undergraduate students, and has stressed the importance of educated individuals to the common good.

### **Coker's Community**

Hartsville, in Darlington County, is located in the northeastern section of the state on US Highway 15 and SC 102 and 151. It is 20 miles from Interstate 95 and 19 miles from Interstate 20. The population of Hartsville is 7,852 (2014). The Greater Hartsville area numbers 32,284 (2010). Darlington County's population is 67,458 (2015).

Besides the recreational facilities afforded by the College, Hartsville offers playgrounds, parks and picnic areas, boating, canoeing, fishing, sailing, and community theater and concerts. Hartsville has good shopping opportunities, and local churches represent all major denominations.

### **Coker's Campus**

As the academic curriculum of Coker College has constantly changed to meet the growing demands of higher education, so, too, has the physical appearance of the campus.

*The Elizabeth Boatwright Coker Performing Arts Center* - Completed in the fall of 1997, it houses the Department of Dance, Music and Theatre. The communication program also uses the building. Encompassing 40,000 square feet, the Center is one of the most advanced facilities in the country for the study of the performing and media arts. The Center features the 466-seat Watson Theater, a black box theater/television studio, two dance studios, a music rehearsal and recording studio, the Martin Stein Gallery, and faculty offices. The Center hosts a variety of cultural events open to both the College and community.

*Athletic Complex* - Adjacent to the main College campus is Coker's 22-acre athletic complex featuring tennis courts, a soccer field and practice area, and baseball and softball facilities.

*Harris E. and Louise H. DeLoach Center* - The newest addition to Coker's athletic facilities is the 71,000 square-foot Harris E. and Louise H. DeLoach Center. Opened in 2014, the DeLoach Center includes a main gymnasium with a seating capacity of 1,832 and wide-ranging features including a practice gym, classroom space, state-of-the-art training rooms, offices, a conference room, and a café.

*The Gladys Coker Fort Art Building* - Constructed in 1983, this building is a modern, well-equipped facility comparable with any in the region. In addition to classrooms, studios, and offices, it also houses the Cecelia Coker Bell Art Gallery.

*Davidson Hall* - Built in 1910, Davidson continues to serve as the focal point of the Coker campus. It was listed in the National Register of Historic Places in 1983 and was completely renovated in 1984-85. Davidson was originally the College's administration building and now houses classrooms and faculty offices. Its Charles W. Coker Auditorium is recognized throughout South Carolina for both acoustical quality and design.

*The Charles W. and Joan S. Coker Library-Information Technology Center* - This center opened in January 2008. It is a 40,000 square foot facility that houses over 500,000 volumes, including books, e-books, and bound periodicals, as well as audio and video recordings. The library participates in collaborative efforts to provide access to additional collections from around the world. The library also provides access to a wide variety of academic resources through the Internet.

*Hazel Keith Sory Clubhouse and Boathouse* - This recreational area is located on a 15-acre tract of college property on the banks of Prestwood Lake. The clubhouse serves as an off campus site for college functions, and the boathouse is used to store canoes and kayaks.

*Kalmia Gardens* - A 30-acre botanical garden located three miles west of campus on the bluffs of Black Creek. The unique natural setting of the gardens displays prize collections of southeastern flora. Walking trails and boardwalks provide access to a black water swamp, laurel thickets, pine-oak-holly uplands, and a beech bluff. A small landing dock provides canoe and kayak access to Black Creek.

*Residential Facilities* - Coker's residential facilities have all been updated in recent years and boast comfortable living spaces, internet-ready rooms, study areas, and easy access to the Susanne G. Linville Dining Hall and the Cobra Den and Pit. While keeping up with the demands of modern students, Coker's residence halls maintain their historic appearance. The residence halls at Coker College are: Susan Stout Coker Memorial Hall, Mary Irwin Belk Hall, Robert R. and Lois W. Coker Hall, Dr. Valleria Grannis Hall, Richard G. and Tuck A. Coker Hall, and James Lide Coker III Hall. The Coker Downtown Flats are located approximately one block from campus in the Downtown Business District, and provide apartment-style housing for upperclassmen. The newest addition to Coker's housing options is the Village at Byerly Place. The first of six apartment-style residences, the Betty Y. and Charles L. Sullivan Jr. Residence Hall opened fall 2013 and the second, the Susan K. and Walter N. George Residence Hall, opened fall 2015.

## **Accreditation and Memberships**

Coker College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Coker College.

Coker College is also accredited by the National Association of Schools of Music, the National Association of Colleges of Art and Design and the National Association of Schools of Dance. The Wiggins School of Education at Coker College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers all initial teacher preparation programs at Coker College.

Coker College is a member of the American Council on Education, the American Association of Colleges & Universities, the Association of Governing Boards of Universities and Colleges, the Council for Higher



Education Accreditation, the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Southern Association of Colleges and Schools Commission on Colleges, the South Carolina Independent Colleges and Universities, the Pee Dee Education Center, the National Association of Schools of Music, the American Society of Composers, Authors and Publishers, the National Association of Schools of Art and Design, the National Council for State Authorization Reciprocity Agreements, the Council for the Accreditation of Educators Preparation, and the Accreditation Council for Business Schools and Programs.

Coker College is affiliated with McLeod Regional Medical Center School of Medical Technology. Completion of prerequisite courses does not automatically guarantee admission to the clinical year, but students of Coker College are given preferential consideration for the program. Upon completion of the medical technology program, the student is awarded a Bachelor of Arts degree. Refer to the Medical Technology section for admission information.

## **UNDERGRADUATE ACADEMIC PROGRAMS**

The academic program at Coker College combines the traditional structures through which a baccalaureate degree is usually accomplished with an environment of flexibility and informality. Coker is committed to developing and maintaining a college community that will remain small in size and will function without rigidity. The size of the College coupled with an attitude of concern for the student is the key to Coker's adaptable, personalized program of study. The College strives for an academic atmosphere in which all its members can interact freely and in which an involved student can pursue an individualized major, engage in special topics courses, and experience independent study one-to-one with a chosen professor.

### **Day Program for Undergraduate Students**

The Day Program is offered only on the Hartsville campus and is available for both traditional and non-traditional students. Courses are offered in two 16-week semesters beginning in August and mid-January, two summer sessions beginning in May and June, and a two-week January term which begins in early January. The Day Program offers the widest selection of majors, minors and specializations.

Students in the Day Program may pursue one of the following degrees:

#### **Bachelor of Arts degree with a major in:**

*Art – with a required concentration in...*

Fine Arts, or  
Graphic Design  
Photography

Art Education

*Biology – alone or with an optional concentration in...*

Ecology,  
Molecular Biology, or  
Pre-Medicine

Biology Education

*Business Administration – alone or with an optional concentration in...*

Economics,  
Entrepreneurship,  
Management,  
Marketing, or  
Sport Management

*Chemistry - alone or with an optional concentration in...*

Pre-Pharmacy

Communication

Computer Science

Criminology

Dance  
 Dance Education  
 Early Childhood Education  
 Elementary Education  
 English – *alone or with an optional concentration in...*  
     Literature or  
     Professional Writing  
 English Education  
 History  
 Interdisciplinary Studies  
 Mathematics  
 Mathematics Education  
 Medical Technology (*in cooperation with McLeod Regional Medical Center*)  
 Music – *with a required concentration in...*  
     Piano or  
     Voice  
 Physical Education & Sport Studies – *with a required concentration in...*  
     Coaching,  
     Exercise Science,  
     Physical Fitness Programming, or  
     Sport Communication  
 Physical Education Teacher Education  
 Political Science  
 Psychology – *alone or with an optional concentration in...*  
     Counseling  
 Sociology  
 Spanish  
 Theatre – *with a required concentration in...*  
     Musical Theatre  
     Performance,  
     Technical Theatre, or  
     Writing

**Bachelor of Fine Arts degree with a major in:**

Dance – Performance/Choreography

**Bachelor of Music Education degree with a major in:**

Music Education – with a required concentration in...

Piano or

Voice

**Day Program Minors:**

Art  
 Biology  
 Business Administration  
 Chemistry  
 Chinese  
 Communication  
 Computer Science  
 Criminology  
 Dance  
 Economics  
 English  
 Entrepreneurship  
 Environmental Studies  
 History

International Studies  
 Latin American Studies  
 Management  
 Marketing  
 Mathematics  
 Music  
 Political Science  
 Psychology  
 Sociology  
 Spanish  
 Sport Management  
 Theatre

**Day Program Specializations:**

African American Studies  
 Forensic Studies  
 Pre-Law

**Adult Degree Program for Undergraduate Students**

Central to Coker College's mission is the premise that all students should receive a uniformly excellent academic program. Coker's Adult Degree Program is designed to provide nontraditional students with the opportunity to earn a college degree, without sacrificing quality or rigor, while simultaneously meeting the obligations of work and family. The evening program offers a variety of majors; although, not all majors are available at all sites.

Students in the Adult Degree Program may pursue one of the following degrees, depending on the instructional location: a Bachelor of Arts degree in Early Childhood Education or Elementary Education; a Bachelor of Science degree in Business Management, Criminology, Interdisciplinary Studies, Psychology, or Sociology.

Adult Degree Program students may also choose from the following minors: Business Management, Criminology, Psychology, or Sociology.

Evening classes are regularly offered at following locations:

|   |  |
|---|--|
| Main Campus<br>300 E. College Avenue<br>Hartsville, SC 29550                        | Poynor Adult Education Center<br>301 S. Dargan Street<br>Florence, SC 29506                |
| Marion County Technical Education Center<br>2697 E. Highway 76<br>Mullins, SC 29574 | Northeastern Technical College (NETC)<br>1201 Chesterfield Highway<br>Cheraw, SC 29520     |
| Midlands Technical College (MTC)<br>316 S. Beltline Avenue<br>Columbia, SC 29205    | Florence-Darlington Technical College (FDTC)<br>2715 W. Lucas Street<br>Florence, SC 29501 |

Classes are offered in five 8-week terms per year: two during the traditional fall semester, two during the traditional spring semester, and one summer session. Adult Degree Program students may also take online courses offered by Coker College.

The following table shows the majors and class meeting days for each location:

|                           | Hartsville | Florence | Marion | NETC | MTC | FDTC | Online |
|---------------------------|------------|----------|--------|------|-----|------|--------|
| Early Childhood Education | √          |          |        |      |     |      |        |

|                           |   |   |   |   |   |   |   |
|---------------------------|---|---|---|---|---|---|---|
| Elementary Education      | √ |   |   |   |   |   |   |
| Business Management       | √ | √ | √ | √ | √ | √ | √ |
| Criminology               | √ | √ |   | √ | √ | √ | √ |
| Psychology                | √ |   |   |   |   |   |   |
| Sociology                 | √ | √ | √ |   |   |   |   |
| Interdisciplinary Studies |   |   |   |   |   |   | √ |

Students enrolled in the Adult Degree Program are part of the Coker College student body and are encouraged to participate in College functions and to use the facilities or resources available on the Hartsville campus or online.

### **Honors Program for Undergraduate Students**

The Honors Program promotes Coker College's emphasis on innovative scholarship, cultural interaction, and civic engagement through course work, study abroad, individual research, and service projects.

Outstanding prospective students will be given applications to join the Honors Program. When evaluating applicants for the Honors Program, Coker College is looking for exceptional and well-rounded students who will help the program thrive. Consequently, admission to the Honors Program is dependent upon four factors:

- Academic achievement represented by standardized test scores and grades
- Quality and creativity of thought demonstrated in an essay
- Extracurricular experiences listed in a resume
- A letter of reference indicating the qualifications of the applicant to the Honors Program

In addition, nominations from the Coker College faculty of outstanding freshman students will be considered during their second semester of coursework. The nomination letter provided by the faculty member will initiate the application process and be used as the letter of reference. Interested students should contact the Director of the Honors Program for associated deadlines and requirements for admission. In all cases, the final decision on admission to the Honors Program rests with the Honors Program Committee.

### **Innovative Scholarship**

Each Honors Student engages with a faculty member in a discovery-based research project or on an original creative work involving inquiry, investigation, and creative expression. Students have the opportunity to expand a project originally developed with their major program or to choose a project unrelated to their major course of study. Multidisciplinary projects are encouraged.

Honors Students then create written accounts of their scholarly activity. Students who complete an honors project earn the privilege of presenting that project to the campus community in a venue, such as the annual Celebration of Academics, approved by the Honors Project Review Committee.

### **Cultural Interaction**

Honors Students gain experiences in the classroom that prepare them for today's multicultural world. Honors Seminar courses co-taught by our faculty incorporate a multidisciplinary discovery of issues relevant to a central theme. Individual course topics vary by year, but in each case students benefit from activities and ideas that broaden their cultural backgrounds. Honors Students also earn nine credit hours in a single non-native language, rather than the usual six. This added attention to language skills allows participants in the Honors Program to engage as students of the world in more extensive ways.

Honors Students meet the Coker College study away requirement by studying abroad at a variety of institutions. Upon returning to Coker, Honors Students share their experiences with the campus community in ways that reflect their expanded knowledge of the world.

### **Civic Engagement and Leadership**

Honors Students begin their leadership experience through CC101H, Introduction to Leadership and Life at Coker College. In this course, students engage in challenging dialogue and hold one another accountable for learning and input. Students leave this course better prepared for the challenges of leadership in corporate, institutional, and public life and better able to analyze their responsibilities and commitments as leaders working for the common good and for purposeful change.

Additionally, Honors Students coordinate the Honors Student Council. The Honors Student Council provides a forum for student feedback into the Honors Program and, under the guidance of the Director of the Honors Program, organizes community service and leadership activities for Honors Students.

To build leadership skills, continuing Honors Students serve as mentors to entering Honors Students. Beginning in the second year, each Honors Student is assigned a mentee. The mentor introduces the new Honors Student to the program and helps the mentee become involved in the College as a whole.

Honors Students are also encouraged to apply for Ambassador positions, which allow current Honors Students to interact with future Honors Students during scheduled tours, open houses, and campus visits.

## **UNDERGRADUATE ADMISSIONS**

Coker College believes that a private liberal arts education provides excellent preparation for a lifetime of meaningful work and intellectual activity. In our selection process, we identify students who possess academic and career goals that we feel are a good match with the educational programs and activities offered by the College.

### **Application Process**

Coker College practices rolling admissions and will accept applications until one week prior to the beginning of classes. Please contact the Admissions Office for complete information.

### **Freshman Admission**

To be eligible for admission to Coker College, freshman applicants who have graduated from high school within the past five years are required to have completed the following courses in high school: four years of college preparatory English; three years of mathematics that include Algebra I, Geometry, and Algebra II; three years of lab science; three years of social or behavioral science; and two years of foreign language. Students who have not completed these courses may be admitted at the discretion of the Director of Admissions.

### **Required Documents**

An applicant's file will be reviewed after the following have been received:

- A completed admissions application form.
- If the applicant is a high school graduate, an official high school transcript showing proof of graduation. An applicant's file can be reviewed with end of junior year grades.
- If the applicant holds a General Education Diploma, a copy of the GED certificate and official transcripts of all high school work.
- If the applicant has graduated from high school within the past five years, SAT or ACT scores.

Additional application information, such as an in-person or phone interview, an essay, letters of recommendation, or additional SAT or ACT scores may be required if the materials above do not provide sufficient information with which to make an admissions decision. Once the student's admissions file is complete, an admissions decision is normally made within seven days.

### **High School Diploma Authenticity**

The College reserves the right to evaluate high school diplomas and/or other documentation presented by the applicant. The Admissions Office may, at any time, request a copy of an official high school transcript to validate the high school diploma has been granted. As provided in the Federal Register (Section

668.16), Coker College reserves the right to withhold Federal Financial Aid funds until we can confirm the applicant has a validated high school diploma with a graduate date.

Coker College considers a high school diploma automatically invalid if the student took an exam to earn the credential and there is no evidence that teaching or specified periods of student engagement and participation occurred, or if the high school is not registered with the Department of Education in a U.S. state or U.S. territory.

### **Conditional Admission**

An applicant who does not meet the minimum requirements for regular admission may be accepted after his/her application file is reviewed by the Admissions Committee. Committee members include a representative from the Academic Standards Committee and a member of the staff appointed by the Vice President of Enrollment Management. Upon enrollment and under the terms of conditional admission, a student may take no more than 14 semester hours. These 14 hours must include Coker College 101 (CC101) and should include the student's first English composition course.

During the application process, students are asked to self-identify if they have:

- been found responsible for an academic, behavioral or disciplinary violation, either in high school or at another collegiate institution, that resulted in probation, suspension, dismissal, removal, or expulsion from the institution.
- been convicted of, or currently have an action pending for, a misdemeanor or felony.

If one or both of the above situations has occurred, the student will be asked to provide a detailed explanation of the circumstances surrounding the incident(s). The director and associate director of admissions will review any such applications, and has the right to approve or deny admission based on the information provided.

Once enrolled, if a student is found to have falsified or omitted information regarding criminal charges during the admissions process, the Vice President for Enrollment Management, or his/her designee, may refer the situation to the Academic Standards Committee for consideration of a mandatory Administrative Withdrawal.

### **Transfer Admission**

An applicant's file will be reviewed after the following have been received:

- A completed admissions application form.
- Official transcripts from all prior college work.
- Official high school transcript and/or a copy of the GED certificate along with SAT or ACT scores from within the past five years if the transfer requirement below are not met.

### **Transfer Admission Requirements**

If the applicant is transferring fewer than 24 semester hours to Coker, an official high school transcript and/or a copy of the GED certificate may be requested by the Office of Admissions.

An applicant must meet one of the three criteria below for admission to Coker College. The grade point average for admission is calculated from all prior college coursework.

- a 2.00 grade point average in 30 or more transferable hours of college level credit; or
- a 2.50 grade point average in 20-29 transferable hours of college level credit; or
- a 2.75 grade point average in 12-19 transferable hours of college level credit.

If the above criteria is not met, the Director of Admissions reserves the right to allow high school transcripts/GED certificates or SAT and ACT scores to be reviewed for possible admission. Students who transfer from another accredited two- or four-year institution should have a 2.0 average in all college-level

work attempted to be considered for admission. Once the student's admissions file is complete, an admissions decision is normally made within seven days.

The Office of Academic Records will evaluate all previous credits for transferability after the application for admission has been completed. See Transfer Credit for complete information.

### **Transfer Agreements**

Coker College has several Bridge Agreements and Transfer Agreements that allow specific transfer opportunities for partner programs and institutions.

### **Transfer Credit**

When a student has completed the application for transfer to Coker, the Office of Academic Records will evaluate all transfer credits completed with a grade of C- or better from an accredited institution. Students who have attended community colleges or technical colleges may transfer up to a maximum of 76 semester hours.

Regardless of the number of credits transferred in a single discipline of study, each major requires a minimum number of semester hours must be earned at Coker in the intended major (not including student teaching if an education major). The student must also have at least 30 semester hours of credit in upper-level (300 or 400) courses.

No time limit is set for the acceptability of credit; rather acceptability is based upon an evaluation by the Office of Academic Affairs in consultation with the chairperson of the student's major department or school dean.

Regardless of the number of hours transferred to Coker, each student must satisfy the degree requirements as stated in the Academic Programs and Course Offerings sections of this catalog.

Demonstrated ability may be the basis of exemption from a requirement within the major with the written permission of the major professor and approval of the Office of Academic Affairs. Exemptions will be noted on the student's academic evaluation and permanent record, but no hours will be awarded.

### **Upper Level Course Waiver**

A maximum six semester hours of the thirty semester hours of upper level (300 or 400) courses required for graduation may be waived for students who transfer to Coker at the junior level with approval of the Office of Academic Affairs.

### **International Student Admission**

Coker College has a very active international student population with representatives from over 12 countries. Coker provides assistance to international students during the visa application process as well as during their time spent studying at Coker College. Scholarships are available for international students to study at Coker; however, there are very few opportunities for work so students should be prepared to pay the majority of their costs.

### **English Proficiency Admission Requirement**

Student must meet one of the following:

- Be a citizen of one of the following countries: Australia, the Bahamas, Barbados, Canada, Ireland, Jamaica, New Zealand, St. Kitts & Nevis, St. Lucia, Trinidad & Tobago, the United Kingdom
- Submit a TOEFL iBT® combined score of 66 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 16
- Submit an IELTS™ overall band score of 6.0 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 5.0 ENG Proficiency
- Graduate from a U.S. high school and present an SATV score of 450 or an ACT English score of 18

- Transfer to Coker from another U.S. college or university with 24 transferable credits, excluding ESL courses, and a grade point average of 2.25 or higher in all non-ESL coursework attempted

### **International Freshmen**

Freshmen seeking admission to Coker College must:

- Request your high school guidance counselor or principal to send a copy of your high school transcript, including a notarized English translation if applicable. The transcript must show proof of graduation or its equivalent.
- Request that your SAT or ACT score be sent to Coker College by using our institutional code of 5112 for the SAT or 3844 for the ACT. We recommend at least an 18 ACT or 940 SAT in addition to meeting the English proficiency requirement listed above. This requirement applies to students who have graduated high school within the past five years.
- Request your TOEFL or IELTS score be sent to Coker College.

### **International Transfer & Graduate Students**

Students transferring to Coker from another college or university must:

- Request your former high school to send a copy of your official high school transcript or send a copy of your diploma as proof of graduation.
- Request the Registrar at each college attended or now attending in The U.S. to send an official transcript of your college credit (United States colleges). This also applies to graduate students.
- Request that all transcripts from universities outside of the U.S. be evaluated by a professional organization that is a member of the National Association of Credential Evaluation Services ([www.naces.org/members.htm](http://www.naces.org/members.htm)). Transfer credit will not be evaluated without course-by-course evaluation nor will entrance to any undergraduate or graduate program be considered by Coker College without this documentation.
- Request your TOEFL or IELTS score be sent to Coker College. This also applies to graduate students.
- Undergraduate students transferring fewer than 24 semester hours at a 2.25 will be required to meet admissions standards for an entering freshman for the undergraduate programs.

### **Student Visas**

Coker College is authorized under United States government regulations to enroll non-immigrant alien students holding an F-1 student visa. In support of a student's visa application, Coker will issue Form I-20: Certificate of Eligibility for Nonimmigrant (F-1) Student Status, when all of the following conditions have been met:

- The student has been accepted to Coker College and has paid all necessary deposits.
- The student has satisfactorily demonstrated that he or she has sufficient liquid financial resources to pay the cost of attendance.
- The student has demonstrated sufficient English language skills (reading, writing, speaking, and listening) to pursue college-level instruction delivered in English.
- The student has provided evidence of SEVIS record transfer (students currently attending another U.S. college or university only).
- Please note that an I-20 cannot be issued to students enrolling in an online program at Coker College.

### **Online International Students**

Students entering an online program at Coker College will not be eligible for a student visa since they will be remaining in their home country and attending classes online. Online students must meet all of the admission and English proficiency requirements outlined above in order to be considered for admission to any undergraduate or graduate program. Online international students will not need to certify sufficient liquid financial resources since they will not be issued an I-20 document.



Financial support is documented by the completion of the **Acknowledgement of Financial Responsibility** and **Financial Support Affidavit** forms. Proof of English language proficiency requires that international students meet one of the following conditions:

- Be a citizen of one of the following countries: Australia, the Bahamas, Barbados, Canada, Ireland, Jamaica, New Zealand, St. Kitts & Nevis, St. Lucia, Trinidad & Tobago, the United Kingdom
- Submit a TOEFL iBT® combined score of 66 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 16
- Submit an IELTS™ overall band score of 6.0 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 5.0 ENG Proficiency – p 3
- Graduate from a U.S. high school and present an SATV score of 450 or an ACT English score of 18
- Transfer to Coker from another U.S. college or university with 24 transferable credits, excluding ESL courses, and a grade point average of 2.25 or higher in all non-ESL coursework attempted.

Students applying for admission shall be notified of their status normally within two weeks after all of the above information has been received at Coker. However, a decision may be delayed pending the receipt of more information or in the case of provisional acceptance.

### **Deposits and Fees**

In order to confirm attendance at Coker College, international students are required to pay the \$150 room key deposit that is required of all students. Additionally, all international students will be charged a one time fee of \$500.00 to be used as an emergency fund for the student while attending Coker. This fee will be included in the first semester charges. All unused emergency funds will be refunded to the student upon completion of studies. In each semester of enrollment, international students are also required to pay a \$100 administrative fee to assist with orientation and transportation.

### **Admission of Undocumented Students**

Coker College will admit and enroll an undocumented student if:

- the student meets all Admissions requirements including coursework from an accredited high school or college in the United States.
- the student graduated from an accredited high school in the United States or received an official GED certificate.
- the student's high school grade point average, standardized test scores, and academic record meet the standards for freshman admission as established by the Faculty of Coker College.
- the student is transferring to Coker from a regionally accredited institution and meets the standards for transfer admission as established by the Faculty of Coker College. The student's transcript(s) will be evaluated in a manner consistent with all transfer credit evaluation.
- the student provides proof of citizenship and is not a citizen of a country on the US State Department's list of State Sponsors of Terrorism.

If an undocumented student is accepted for admission to Coker College, he or she is not eligible for State- or Federal-sponsored financial aid. Only institutional financial aid can be awarded.

If admitted, the student must sign an affidavit indicating that he or she has filed an application with the Bureau of Citizenship and Immigration Services to legalize their immigration status or agrees to file an application at the earliest opportunity. The student will not be permitted to enroll for subsequent semesters unless he or she has provided proof of a filed application.

### **Non-Degree Seeking Students**

#### **Special Student Admission and High School Student Admission**

A person who is accepted as a special student will normally be allowed to take a maximum of 12 semester hours. The student must then be accepted under regular admission for continued enrollment. An academic advisor is normally not assigned during the period of special student classification. Students

seeking admission to Coker College under this category must submit an application for admission prior to enrollment. Students are not eligible for financial aid from the college.

Area high school students who wish to take courses at Coker while completing their high school education must have the high school principal's or guidance counselor's recommendation and must provide proof of good academic standing through the submission of a high school transcript.

### **Transient Student Admission**

Students from other institutions who wish to enroll at Coker on a temporary or course-by-course basis will be classified as transient students. An application for admission must be submitted for each semester of intended enrollment.

### **Auditing Student Admission**

Persons wishing to audit a course must receive special admission to the College and must pay a fee of \$50.00 per credit hour. This is accomplished by applying for special admission in the Admissions Office, contacting the Student Solutions Center to complete registration and pay the fee. An application for admission must be submitted for each semester of intended enrollment.

### **Readmission**

All students must apply for readmission if they:

- have been absent from the College for at least one semester or two consecutive terms, unless returning from an official leave of absence; or
- have withdrawn from the College; or
- are returning from academic suspension; or
- have graduated and wish to complete an additional major or minor, including student teaching.

To be considered for readmission, the student must be in good academic and social standing at Coker and any subsequent institutions attended. Readmitted students (except those readmitted immediately following academic suspension) are subject to the College's degree requirements in effect at the time of return.

Readmission is not automatic, as the College will review all educational, judicial, and financial records of the student. If questions arise from this review, the Office of Admissions and the Academic Standards Committee will make the final decision regarding readmission.

### **Deposits**

All students accepted for admission in the traditional day program must submit an enrollment deposit to officially reserve their spot in the incoming class. Residential students must submit a \$150 deposit and commuter students a \$50 deposit. Deposits are refundable until May 1 for fall semester.

### **TO APPLY FOR ADMISSION CONTACT:**

Office of Admissions - Coker College  
300 East College Ave. | Hartsville, SC 29550  
1-843-383-8050 | 1-800-950-1908 | Fax: 1-843-383-8056  
email: [admissions@coker.edu](mailto:admissions@coker.edu)

## **TUITION & FEES 2018 – 2019**

### **Undergraduate Day Program Costs**

| Tuition (per semester)              |          |
|-------------------------------------|----------|
| Full Time (12 to 18 semester hours) | \$14,664 |

|  |         |
|--|---------|
| Overload (per semester hour over 18)   | \$1,072 |
| Part Time (per semester hour)  | \$1,222 |
| January Interim, May Interim, Summer Day (per semester hour)                             | \$222   |
| Audit (per semester hour)  | \$50    |
| <b>Room (per semester)</b>   |         |
| Multiple Occupancy Room/Suite  |         |
| Memorial or RTC Hall   | \$2,095 |
| Belk, Coker, or Grannis Hall   | \$2,338 |
| James Lide Coker III Hall  | \$3,350 |
| Residential Village or Downtown Flats - off campus                                       | \$3,657 |
| Private Occupancy Room <i>See note 1</i>   | \$3,260 |
| <b>Board Plan (per semester) <i>See note 2</i></b>                                       |         |
| 21 or 14 meal plan   | \$2,450 |
| 7 meal plan  | \$1,441 |
| <b>Admissions Fees and Deposits (one time only)</b>                                      |         |
| Advanced Tuition deposit (new commuter students only)                                    | \$50    |
| Room Reservation Deposit (new residential students only) <i>See note 3</i>               | \$150   |
| International Student deposit*   | \$150   |
| <b>Fees</b>  |         |
| Course Fees  |         |
| Art 101  | \$45    |
| Art 102  | \$35    |
| Art 109, Art 209, Art 210, Art 250, Art 260, Art 309, Art 310, Art 311, Art 350, Art 360 | \$40    |
| Art 105, Art 205   | \$55    |
| Art 130, Art 230, Art 330  | \$60    |
| Art 220, Art 320   | \$150   |
| Math 101 Text  | \$25    |
| Applied Music - one credit hour  | \$125   |
| Applied Music - two or more credit hours   | \$250   |
| Dnc 205, Dnc 305, Dnc 405  | \$175   |
| PE 100 level activity courses (per course)   | \$20    |
| PE 230 Activity fee (per course)   | \$350   |
| PE 250 Activity fee (per course)   | \$200   |
| PE 322 Activity fee (per course)   | Varies  |
| Science Lab fee (per lab)  | \$35    |
| SPA 321, SPA/AAS 350   | \$20    |
| SPA 311  | \$25    |
| Student Teaching fee   | \$100   |
| International Student Administrative fee (per semester) <i>See note 4</i>                | \$100   |

|  |                            |
|--|----------------------------|
| International Emergency Fund <i>See note 5</i>                             | \$500                      |
| Medical Access fee (per year, residential students only) <i>See note 6</i> | \$200                      |
| Coker Advantage (First-year, traditional students) <i>See note 7</i>       | \$400-Fall<br>\$235-Spring |
| Coker Advantage <i>See note 8</i>  | \$110                      |

### **Tuition and Fee Notes:**

1 Private occupancy rooms are only available when final enrollment (by gender and class rank, as well as total enrollment) does not require the use of all possible housing spaces. Students who have requested private occupancy housing may initially be assigned a roommate, and will be notified if a private room becomes available.

2 All students living on-campus, in the Coker Downtown Flats, or in the Residential Village are required to purchase a Board Plan. On-campus students may choose either a 21-meal plan, which provides access to all meals served in the Linville Dining Hall each week plus \$125 in CobraCash per semester, or a 14-meal plan, which provides access to any 14 meals each week plus \$250 in CobraCash per semester. Students living in the Residential Village or Coker Downtown Flats may choose either of the meal plans above or, for a reduced rate, may opt for a 7-meal plan, which provides access to any seven meals each week plus \$125 in CobraCash per semester. CobraCash may be used at any of the on-campus retail food service outlets and a limited number of off-campus locations.

3 The room reservation deposit will be retained as a key/damage deposit for as long as the student resides in the residence halls.

4 The International Student Administrative fee is used to defray the cost of International Student Orientation, transportation, social gatherings, and other services for international students.

5 The international emergency fee is charged the first semester a student enrolls at Coker College. It is held by the college and may be used for emergency medical or emergency travel expenses.

6 All residential students are required to provide adequate proof of medical insurance coverage before enrolling at Coker College. If this evidence of insurance is provided, the Medical Access fee can be waived.

7 The Coker Advantage fee for first-year students supports campus technology and the Cobras in the Capitol Washington, DC experience.

8 The Coker Advantage fee supports campus technology.

### **Adult Degree Program Costs**

A separate fee schedule is available for students enrolling in courses taught in the Adult Degree Program. The Adult Degree Program offers courses for adults during evening hours on the Hartsville, Florence, Marion, NETC, FDTC and MTC campuses. Please consult Student Accounts or Student Financial Planning for site specific costs.

### **Tuition and Fee Policies**

#### **Student Accounts**

Tuition and fees must be paid in full, or their payment satisfactorily arranged, prior to the first day of class. Registrations are not complete until all tuition and fees are paid in full. Enrollments for students whose financial arrangements are not complete may be cancelled and access to College facilities (e.g. residence hall rooms, dining facility, and/or library) may be terminated. Students will not receive diplomas or transcripts of their academic records until their accounts have been paid in full. Students entering late are charged tuition, room and other fees for a full semester. However, resident students pay board only from the time they enter.

**Returned Check Policy**

There will be a \$30.00 charge for any check written to Coker College and returned by the bank. This fee will be paid to Student Accounts.

**Refund Policy**

The refund policy applies to all students enrolled at Coker College. Refunds will be administered under the policy in place at the beginning of the enrollment period, currently as summarized below.

**Application Fee:** Not refundable

**Tuition and Room Reservation Deposit:** Refundable until May 1 for Fall Semester or November 1 for Spring Semester, upon written request to the Admissions Office.

**Tuition:** In the event a student attends class(es) and finds it necessary to withdraw, charges will be reduced as follows:

- On or before the last day of Drop/Add 100% refund
- During the first 20% of class 50% refund
- During the second 20% of class 25% refund
- After 40% of class No refund

Tuition charges, less \$50.00, will be refunded for the student who never attends class but withdraws after the Drop/Add period.

**Audit Fee:** Not refundable

**Room:** If a student has moved into the residence hall but withdraws within the first ten (10) days the room charges will be refunded 75%. After the first ten (10) days of occupancy no refund will be given.

**Board Plan:** If a student enrolled in the board plan withdraws within the first ten (10) days, the board plan charges will be refunded on a prorated basis for the days not used. After the first ten (10) days no refund will be given.

**Course Fees:** Refundable on a pro-rata basis up to the last day of Drop/Add. After the Drop/Add period no refund will be given.

**Medical Access Fee:** For students registered for the fall semester, Medical Access fees are charged for the entire academic year. Students who begin class in the spring semester are charged for coverage for the spring semester only. The Medical Access fee is not refundable.

**Room Reservation Deposit:** Room damage charges, lost key replacement and unpaid fines will be deducted from this deposit. Refer to the Housing Contract for refund information.

**Disciplinary Suspensions:** When a student is suspended or expelled for disciplinary reasons the College will make no refund of tuition or fees. Students suspended from the residence hall for disciplinary reasons will receive no refund for room and board.

**Calculation of Refund Amount**

The exact amount paid for any refund will be determined by the amount of tuition and other costs/fees that are refundable, less any amount owed for nonrefundable charges such as room and board. Withdrawing students should consult with the Financial Aid and Student Accounts to fully understand the amount of the refund they might receive or the amount they may owe the College. If a refund is due, it will be mailed when the student's final account balance has been calculated.

Students should be aware that the College does not credit a withdrawing student's account with 100% of institutionally-funded financial aid (i.e. Coker athletic, need-based, and merit scholarships) but will

apportion the institutional aid at the same percentage as the tuition refund. Because a withdrawing student may be liable to repay financial aid funded by State and Federal programs, a payment to the State or Federal government may be required.

## **FINANCIAL AID**

The Coker College Student Financial Planning office helps students and parents in financial planning for college. Coker offers access to a variety of federal, state and local programs. Some expenses are incurred over the academic year and are not set by the College. Books and supplies may cost \$1,600.00 or more per year. Furthermore, students occasionally enroll in programs outside of Hartsville that would necessitate additional expenses. Although an exact estimate cannot be made to cover the cost of clothing, laundry, travel, and personal expenses, such expenses may average \$1,100.00 per year.

Financial assistance can be awarded for up to ten semesters to eligible students who meet the academic standards. Students with extenuating circumstances may appeal for additional semesters of eligibility. Students must apply for financial aid each year.

### **Application Procedures**

To apply for financial aid at Coker College:

- Submit a completed admissions application to the Admissions Office. Applicants must be accepted by Coker College as degree-seeking students before aid will be awarded. Transient students must coordinate aid through their home institution. Special students are not eligible for financial assistance.
- Submit a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education at [fafsa.ed.gov](http://fafsa.ed.gov) each year. The FAFSA should be submitted on or after October 1 and no later than April 15.

Students who previously filed a FAFSA should use the renewal application online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). High school guidance offices can provide information on local awards from employers, churches, PTOs and local civic organizations. Limited aid is also available for summer school. All financial information will be held in strict confidence.

### **Awarding Process**

Once a student's need has been established by using the FAFSA, the Director of Student Financial Planning will notify the student of his/her award package for the academic year. An award package is usually a combination of scholarships, grants, campus employment and loans. Final award letters for new students are sent as soon as the financial aid and admissions files are complete. In subsequent years, students will receive financial aid award information via WebAdvisor, Coker's online student information portal. Students may also use WebAdvisor to track completed and missing financial aid documents.

Coker College reserves the right to immediately reduce or cancel any and all institutional grants or scholarships during the term of award if a student engages in serious misconduct that results in disciplinary action from the College.

In accordance with federal regulations, students must maintain satisfactory academic progress in order to receive Federal Title IV funding and state aid. Coker College is mandated to deny financial aid to any student who is not in compliance with the satisfactory academic guidelines as outlined in the *Student Handbook* and on the Coker College web site, located on the Student Financial Planning Google site under Financial Aid Eligibility.

### **Financial Assistance Programs**

The College offers access to the following federal, state, and Coker aid programs. We consider the unique circumstances and preferences of each family to the extent that we are able.

## **Federal and State Aid Programs**

**South Carolina Tuition Grant** is awarded to state residents who are full-time students at South Carolina independent colleges. The awards are based on family resources, cost of the college, and satisfactory progress toward a degree. Use the FAFSA to apply. Students must complete FAFSA each year, prior to the deadline of June 30th.

**Federal Pell Grant** provides undergraduate students with financial assistance to attend postsecondary educational institutions. The amount of the Federal Pell Grant is determined solely by financial resources of a student's family and the cost of the institution. All students requesting financial aid are expected to apply each year.

**Federal Supplemental Educational Opportunity Grants (SEOG)** are available to a limited number of undergraduate students from low income families. Financially eligible students who are enrolled on at least a half-time basis may receive awards up to \$4,000.00 per year.

**Federal Perkins Loans** are low interest (5%) loans for students with exceptional financial need. These loans are made through the Coker College Student Financial Planning Office using federal government funds. They do not require a separate loan application. Students may borrow up to \$3,000.00 per year, up to a total of \$15,000.00. Repayment of the loan begins nine months after the student ceases at least half-time enrollment.

**Federal Direct Loan Program** is available to students enrolled on at least a half-time basis who demonstrate satisfactory progress toward their degree. Students may borrow up to \$3,500.00 in the first year; \$4,500.00, the second; \$5,500.00, the third and fourth. Repayment on the principal and interest of Direct loans begins six months from the time that a student ceases to be enrolled on at least a half-time basis. Students who do not qualify for interest benefits will be encouraged, but not required, to make periodic interest payments while in school.

**Federal College Work-Study Program (CWSP)** provides part-time jobs to defray college expenses. A federally subsidized assistance program, CWSP uses financial need as the prime consideration for participation. A student may work up to 20 hours per week at the federal minimum wage rate.

**LIFE Scholarship** is a merit-based grant for South Carolina students equal to the average cost of tuition and books at state institutions as determined by the state government each year. Students are eligible for the LIFE Scholarship if they meet two of the three following requirements: a 3.00 GPA, 1100 SAT or 24 ACT score, or top 30% of the graduating class. Scholarships are renewable with a 3.00 GPA and 30 semester hours (non-remedial hours) earned in one academic year. No application is needed.

**HOPE Scholarship** is a merit-based grant for South Carolina freshmen who have earned a 3.00 high school GPA but who do not meet additional criteria for receiving LIFE Scholarship. HOPE Scholarship is not renewable after the freshman year; however, students who earn the necessary hours and GPA may become eligible for LIFE Scholarship.

**Palmetto Fellows Scholarship** is a merit-based scholarship administered by the South Carolina Commission on Higher Education (CHE). Selection and initial notification is made by the CHE. Application is made during the senior year of high school through the high school guidance office.

## **Other Financial Options**

**Aid from Private Sources** - Grants, scholarships, and loans for college may be available from parents' employers, local businesses, churches and religious organizations, PTOs, civic organizations, and other sources. High school guidance offices and libraries can provide information on these possibilities.

**Installment Payment Plan** - This plan provides a method of paying yearly educational expenses in scheduled payments over a period up to 12 months. There is an annual enrollment fee. Information is

mailed directly to students each spring. Enroll online at [www.tuitionpaymentplan.com](http://www.tuitionpaymentplan.com).

**Aid for Students with Disabilities** - Vocational rehabilitation offices provide educational benefits and other services for persons with disabilities. Anyone interested in these services should contact his/her local vocational rehabilitation office.

**Veterans' Benefits** - The Veterans Administration recognizes Coker College as an eligible institution to provide education to qualified veterans. It is a VA requirement that students receiving VA benefits must declare their academic major during their first year of enrollment at Coker College.

Veterans and veterans' dependents should contact the Veterans Administration (1-800-827-1000) for information and forms. Application for benefits can be made online at [www.gibill.va.gov](http://www.gibill.va.gov) or [www.ebenefits.va.gov](http://www.ebenefits.va.gov). Veterans enrolled in the Adult Degree Program should contact the Assistant Director of Student Financial Planning at the Hartsville campus (843-857-4114).

### **Institutional Scholarships**

Friends of Coker College have shown their generosity and confidence in the College and its students by endowing numerous scholarships. Coker College scholarships are awarded to students who demonstrate outstanding academic potential as well as those who qualify for financial assistance. The institutional scholarships and grants described below are limited to those students enrolling in the day program.

**Trustees Scholarship:** This award of up to \$12,000 is the highest academic scholarship. It is given to in-state students who receive a Palmetto Fellows Scholarship, and to out-of-state students who qualify with a 3.50 high school GPA.

**Presidents Scholarship:** These awards are based solely upon SAT or ACT scores and a minimum high school grade point average of 3.50. Scholarship amount is \$11,000 per year.

**Deans Scholarship:** These awards are based solely upon SAT or ACT scores and a minimum high school grade point average of 3.00. Scholarship amount is \$10,000 per year.

**Bell Tower Grant:** These awards are based solely upon SAT or ACT scores and high school grade point average. Scholarship amount is \$9,000.

**Founders Scholarship:** These awards are based solely upon SAT or ACT scores and high school grade point average. Scholarship amount is \$5,000.

**Departmental Scholarships:** The Departments of Art, Dance, Music, and Theatre award scholarships to talented students. The Department of Communication, Language and Literature also sponsors a creative writing scholarship. Scholarships range from \$500 to \$2,000 per year.

**Legacy Scholarship:** Sons and daughters of Coker alumni receive a scholarship of \$500 per academic year.

**Sibling Scholarship:** Younger siblings of Coker students who have graduated or are currently enrolled in day or evening may qualify for \$500 per academic year.

**Intercollegiate Athletics:** Athletic scholarships are offered in all sports.

**Scholarships for Foreign Study:** Income from the Susan Coker Watson Fellowship Foundation facilitates study in Europe for rising juniors and seniors. Additional foreign study scholarships are the Dr. Malcolm C. and Jacqueline E. McLeod Doubles Scholarship and the Rubinstein-Büchler Endowed Scholarship for International Study, and John McLarty Williams, Jr. Scholarship.

**Transfer Scholarships:** These scholarships are based upon the grade point average achieved at the previous institution(s). Amounts range from \$5,000 to \$10,000 per year.



**Valedictorian Scholarship:** A \$500 per year scholarship to students ranked number one in their high school class at the end of the junior year or at the end of the fall semester of their senior year.

**Need-Based Grants:** Other institutional funds are used to recognize merit, contributions to school and community and to meet the demonstrated need of traditional students. Because money is awarded on a first-come, first-served basis, early application each year is essential. Amounts range from \$500 to \$5,000 per year.

### **Named Scholarships**

The following scholarships have been established by families and friends who wish to honor the memory of those named below. They will be awarded on a competitive basis to degree seeking students who have demonstrated academic excellence and who show potential for continued high performance and leadership. Scholarships are renewable for four academic years to qualified students. The C. W. Coker, W. C. Coker, Charles H. Campbell and Linville Scholarships constitute the highest monetary awards offered by Coker College for exceptional ability, performance and character. Every accepted applicant to Coker College will be considered for one of the following named scholarships. A separate application is not necessary for scholarship consideration.

**The Algernon Sydney Sullivan Foundation Endowed Scholarship:** A need-based award given on the basis of demonstrated aid eligibility, academic promise and demonstrated high personal character and commitment to public service.

**The Bank of America Scholarship:** This is an annual award to South Carolina students who demonstrate exceptional academic potential.

**The Charles H. Campbell Scholarship:** Established by his children, this award honors a prominent Hartsville industrialist and Sonoco Products Company executive.

**The Katherine Coker and Doyle Cannon Scholarship:** This award, in memory of a Coker alumna and granddaughter of the College founder, was established by her husband.

**The Charles W. Coker Scholarship:** This scholarship is named for a nationally known industrialist and a longtime president and chairman of the board of Sonoco Products Company. A grandson of the College founder, Mr. Coker was chairman of the Coker College Board of Trustees for many years.

**The William Chambers Coker Scholarship:** This scholarship fund was established by Mrs. William Chambers Coker to honor her husband, a son of Major James Lide Coker.

**The Ethel Lide, Charles, and Cameron Council Scholarship:** A gift from Ethel Lide Council honors the Council family. She (deceased) and her daughter, Cameron Council Speth, are Coker graduates.

**The Thomas C. Coxe, Jr. Scholarship:** This award was established by the South Carolina State Fair Association to honor a valued member.

**The Charles Kirkland Dunlap Scholarship:** This award was established by his family to honor a prominent Hartsville industrialist and Sonoco Products Company executive.

**The Mr. and Mrs. A. G. (Gus) Hart Scholarship:** This scholarship honors the parents of a Coker alumna. Priority is given to a graduate of McBee High School, Chesterfield County, South Carolina, or to a South or North Carolina resident who enrolls as a full-time student.

**The Herlong-Youmans Scholarship:** Established by a 1931 graduate and her husband, this award is for a student from Florida, preferably Lake County.

**The Anna White Hill Music Scholarship:** Established to honor Anna Hill's involvement in music at the College and in Hartsville. The scholarship is meant to assist an incoming freshman or current student who is not majoring in music, but wishes to participate in the Coker Singers.

**The Randolph Hope Scholarship:** This scholarship was established by the Coker alumnus who was named an outstanding businessman and citizen.

**The Hungerpillar Memorial Scholarship:** Established by their children, this scholarship honors John C. and Leland Segars Hungerpillar.

**The Kirby-Smith Scholarship:** A gift from a 1966 graduate established this award in memory of her parents.

**The Linville Scholarships:** Outstanding awards are provided by this fund established by Susanne Gay Linville, a granddaughter of Major Coker and longtime Coker trustee.

**The Belle Wolfe McCall Scholarship:** Established by her husband, this scholarship is in memory of a 1915 graduate.

**The McCandlish Art Scholarships:** Awards are offered to talented students preparing for careers in art, made on the basis of portfolio presentation. Finalists are interviewed on campus by the scholarship committee and art faculty.

**The C. G. Timberlake Memorial Scholarship:** This award is a memorial to a vice-president of the College Board of Trustees and a prominent Hartsville businessman.

**The United Daughters of the Confederacy Scholarship:** Offered by the Pee Dee district of the UDC, this award gives preference to students from the Pee Dee region who are lineal descendants of Confederate veterans and who have done at least a year of college work.

**The Helen Akers Whaley Memorial Scholarship:** Established by her husband, this award is given to a student with good moral character and scholastic potential.

**The May Powell Whaley Scholarship:** Established by her husband, this award is given to a student with good moral character and scholastic potential. The Lee Wiggins Scholarship: A gift from his wife honors this former College trustee, who served for 30 years, and former endowment fund treasurer.

**The Ruth Lawton Wilds Scholarship in Music:** Established by her son, this fund honors a former faculty member and trustee. Awards for music majors are made by audition and interview.

**The Arthur W. Zeigler Scholarship:** This scholarship, established by the wife and sons of this former scientist, is for students studying science.

### **Scholarships for Financially Deserving Students**

The following scholarships are awarded on the basis of financial need or other criteria, as noted.

**The Bettie Woodham Bedenbaugh Scholarship:** This award for a worthy student was established by the Coker graduate for whom it is named.

**The May Roper Coker Scholarship:** The family and friends of May Roper Coker established this memorial scholarship.

**The Mary Elizabeth DuBose Cottingham Scholarship:** This award honoring a 1955 graduate was established by her husband and is awarded based on academic performance and promise. Preference is given to residents of Williamsburg and Clarendon Counties, South Carolina.

**The Flora Newsome Folsom and William Arthur Folsom Scholarship:** Established by the Folsom's children, this award recognizes a student's scholastic ability and character. Preference is given to residents of Darlington County, South Carolina.

**The Hartsville Cotton Mill Scholarship:** An award is offered to a South Carolina resident.

**The Hartsville Kiwanis Club Scholarship:** This scholarship is for a resident of Darlington County who shows above-average scholastic ability.

**The Gustave Adam and Carrie Lee Erwin Kalber Memorial Scholarship:** This scholarship was established by an alumna in memory of her husband.

**The Caroline M. Reaves Scholarship:** This fund was established by the late Miss Reaves, a member of the mathematics faculty from 1916 to 1946.

**The Kay Sutton Rivers Memorial Scholarship:** A memorial to a 1965 graduate, this scholarship is awarded annually to a high school graduate of Chesterfield County, South Carolina.

**The Walter Sperring Strahan Memorial Scholarship:** This scholarship honors a victim of the Vietnam war and brother of a Coker graduate. It was established by his mother and family and supplemented by friends.

**The John L. M. Tobias Scholarship:** This fund was established by Mr. Tobias, a former trustee and prominent Columbia businessman.

#### **Other Named Scholarships**

Additional scholarships have been endowed in honor of or memory of the following friends of Coker College:

Lawrence K. and Amelia Anthony  
Frances Gray Atkinson  
Ernestine Prince Bailey  
Nancy Barrineau  
Nan Richardson Rickenbacker Baskin  
Cecilia Coker Bell  
Marjorie H. and Thomas C. Bethea  
James Clarence Bigby  
Kathryn Gibbons Blackmon  
Benji Newton Blanton  
Ann Matthews Bragdon  
Sloan H. Brittain (Music)  
Nickey Brumbaugh (Art)  
Berdie-Ella James Buffkin  
Frank Bush  
James and Naomi Caldwell  
Katherine Still Campbell  
Gilbert and Faye Coan  
Coker College Class of 1953  
Coker College Class of 1956  
Billie Barclay '59  
Tuck Amis Coker  
James E. Copenhaver (Science)  
Sara Cottingham (Music)  
Alma Stubbs Crowe  
Darlington County School District  
(Teacher Education)  
Blanche S. Derrick  
Barbara D. Dixon  
Rion and Ann Dixon  
Jesse Dubard  
James Dunlap  
Carolyn Thompson Edwards  
Nell Caldwell Ezell (Sciences)  
Farmer's Telephone

The Inabnit Family  
Erby and Sue Jackson  
Jacqueline Everington Jacobs  
Howard Lee Jones  
Carleene Myers Jordan  
The Katy Did It Endowment  
Charles R. and Mary P. Koewer  
Kenneth W. Krueger  
Eugenia McAlpine Lewis  
Barbara Lindstedt  
Jean Ludlam '51  
Anne Lamb Matthews  
Lavaughn Robinson McCall (Music)  
Maude McDermott  
Ruth Ludlam McLamb '46  
Jennie Smith McLeod  
Ethel Laney Miller  
Ann Holloway Murchison '45  
Mutual Savings and Loan  
Diana Cobb Nall (Social Work)  
Jane Parler Norwood  
Chaty Hayes O'Neal '46  
Lou Smith Otts (Art)  
Pepsi-Cola  
Leona Davis Perry  
Edna Poyner  
Bill and Margaret Reaves  
Lt. Col. Howard Calhoun Rogers  
Beverly and Barbara Rush  
Eleanor Ruthven (Creative Writing)  
Sarah Jo Safrit  
Willie Calcutt Saleeby  
William and Elizabeth Shelly  
Bob Simpson (Pee Dee Heritage)  
Alice and Virgil Smith

Joyce Johnston Jordan Utt  
Eleanore Whittinghill Vaughan (Music)  
Vera King Watford  
Christine and Brent Weaver  
Pat West  
Zan West  
Elizabeth Newell Whaley  
Willis Chiro-Med  
Kenneth Wilmot (Music)  
Ann Ludlam Winfield '44  
Joanne Moody Zobel

E. F. and G. R. Floyd  
Jane Andrews Funderburk Endowment  
Harrell C. Gainey  
Marion Gamble  
S. W. Garrett  
Thomas E. and Pearl S. Goodson (Music)  
Eleanor Fogle Harrison  
Barnell Hatch  
Marvis Wiggins Henry  
Rebecca Field Henslee  
Charles Huntley

E. Jack Smith  
Marguerite Lawton Smith  
Mary Huggins and T. Bruce Smith, Sr.  
Sparrow Scholar Program  
J. C. Spivey  
Harriet Britton Stackhouse '45  
Florence H. Steele  
Louis and Lillian Dillard Stephens  
Gretchen Livingston Toole  
Howard Tucker

### **Adult Degree Program**

Students who attend Coker College in the Adult Degree Program are eligible to apply for all federal and state financial aid programs. Adult Degree Program tuition is reduced substantially from tuition paid by traditional students. This is done in lieu of awarding Coker scholarships and institutional awards.

### **FOR MORE INFORMATION**

To learn more about financial assistance options and application procedures contact:  
Director of Student Financial Planning - Coker College  
300 East College Avenue | Hartsville, SC 29550  
1-843-383-8055 | 1-800-950-1908 | Fax: 1-843-383-8159  
email: [financial\\_aid@coker.edu](mailto:financial_aid@coker.edu)

## **STUDENT SUCCESS, ORGANIZATIONS, AND OTHER SERVICES**

### **Office of Student Success**

An active, student-centered, and integrated campus community is crucial to the mission of Coker College and the Office of Student Success. To achieve this goal, a comprehensive program of activities and services is provided which promotes students' success and facilitates their intellectual, cultural, moral, and social growth. It is a primary goal that Coker College provides a challenging yet supportive environment in order that students can develop and achieve their potential and help them prepare for life after college.

### **Coker College Student Covenant**

Coker College is a community dedicated to scholarship and community engagement. Those who join our circle of learning commit to a lifelong journey of intellectual and personal growth and service to others.

Inspired by the six pillars of Davidson Hall, I agree to uphold the following tenets of the Coker College Student Covenant. I will:

- Conduct myself with integrity & be responsible for my actions and their consequences.
- Respect the rights, property, culture, and beliefs of others.
- Engage myself as an honorable scholar inside & outside the classroom.
- Hold myself & others accountable for the sustainability of our environment.
- Offer knowledge and creativity to serve my community
- Contribute to the wider world through a continued pursuit of knowledge.

As Davidson Hall serves as the center landmark of our campus, so shall these six tenets serve as the foundation for my actions and decisions as a member of this community. By pledging to these tenets, I obligate myself to honor the principles that define Coker College.

### **Activities and Organizations**

All Coker College students are members of the Student Government Association (SGA), the parent body of all recognized campus student groups. The Finance Committee of the SGA uses student activity fees to support a variety of campus programming, activities, and publications. The SGA is under the advisement of the Coordinator for Residence Life and the First Year Experience.

The Campus Activities Board (CAB) is a branch of the Student Government and is responsible for programming to meet the social, recreational and cultural needs of students. This work is accomplished through committees comprised of student volunteers and is under the guidance of the Director of Student Activities and Leadership.

Students may become involved in a number of clubs and other organizations. Clubs are organized around special interests, honor societies, governmental and programming bodies, and social interests. Organizations petition the SGA each year for official recognition.

### **Counseling Center**

Coker College recognizes that its students are developing emotionally and socially, as well as academically. The Counseling Center assists students with personal problems in any of these areas which may be of concern. Direct services to students include individual and group counseling. On-call and crisis counseling services are available, as well as referral to other mental health providers as necessary. Educational group programs designed to provide strategies in developing or managing mental wellness are offered on campus throughout the year. These may include topics such as anxiety or time management, communication skills, recognizing healthy relationships, and emotional intelligence. Students may take advantage of confidential mental health screenings at any time during the year in two ways: by arranging a confidential appointment with a College Counselor or by participating in campus-wide educational programs that are conducted during the academic year. All counseling services are provided free of charge to Coker College students.

### **Health Services**

Coker residential students have access to Student Health Services during regular posted office hours. Staffed by a nurse contracted through Carolina Pines Regional Medical Center, students may visit for minor illnesses, referral to contracted physicians, some over-the-counter medications, and confidential health and wellness consultation. To ensure that treatment for accident or illness is readily available, resident students must:

- have a Coker College Medical Profile & Immunization Record completed and on file with the contracted Nurse prior to moving into the residence halls. Failure to file the form may result in denial of housing, fines or cancellation of registration;
- complete the Medical Access Waiver Form found in WebAdvisor under Student Forms or stop by the Student Solution Center on the second floor of the Student Union Building.

All resident day students have access to the services of the contracted nurse. The College contracts with several local physicians for limited basic acute/sickness care to provide students with office visits provided the student has a referral from the Nurse. Students are responsible for all co-payments, deductibles, and any and all charges that are incurred. For more information about the Medical Access Fee, Insurance Waiver Form, or International student insurance coverage contact Health Services.

### **ID Cards**

Students are issued a Coker College identification (ID) card when enrolled. This card is the property of the College and is held by the student only while he or she is enrolled in good standing. Students must have their ID cards in their possession at all times and must present them to an official of the College when requested (this includes, but is not limited to, Campus Safety, Residence Life staff, Dining Services, and Cobra Den staff). ID cards may not be passed or loaned to someone else. ID violations will result in judicial action. In addition to serving as the official identification of a Coker student, the Coker College ID also provides access to the residence halls, dining services, the library, intercollegiate athletic events, cultural events, and guest speakers on campus. Card readers, located on each external door of the

residence halls, limit access to the residence and dining halls to only residential students and commuters on the declining balance meal plan with valid IDs. The Declining Balance Plan, or CobraCash, is a debit option that can be used for purchases in all on-campus dining facilities and at selected off-campus restaurants. See the Dining Services section for more information. Replacement of Lost or Damaged ID Cards: Lost ID cards should be immediately reported to The Student Solution Center, on the 2nd floor of the Student Union Building (843-383-8022). There is a \$150.00 fee to replace lost or damaged IDs.

### **Campus Recreation Opportunities**

Campus recreation activities are planned and coordinated by the Coordinator of Campus Recreation. Traditional sports include flag football, volleyball, basketball, billiards, table tennis, and table games. The schedule varies each year depending on the interests of students.

The Hazel Keith Sory Clubhouse and Boathouse are on Prestwood Lake, just two blocks from campus. This facility provides the campus community with opportunities for canoeing, as well as recreational and social gatherings in the clubhouse. Specific rules governing the usage of this area are outlined in the Coker College Student Handbook.

College recreational facilities are available for use by Coker students, faculty, staff, accompanied guests, and friends of the College. These facilities include outdoor volleyball and tennis courts, playing fields, a gymnasium with training rooms, and a disc golf course. Certain limitations apply to guests, and these rules are posted at each location.

### **Residence Life**

Coker College provides residential facilities for the housing needs of our full-time, traditional-aged, undergraduate Day students. Traditional-aged (23 and younger), full-time, undergraduate Day students are required to live in college-managed housing. Coker College reserves the right to deny a student residency if housing facilities are not available or the administration determines that conditions are not favorable for either the student or the College. Students qualifying for residency who do not wish to live in College-managed housing may petition to be exempted from this policy. Students must meet the following qualifications to apply for residence exemption:

- The student must reside locally (within 30 miles) with a parent, grandparent, spouse, or legal guardian (documentation required)  
or
- The student must be at least 22 years of age prior to the semester in which he or she petitions to live off campus  
or
- The student must be classified as a senior (90+ semester hours completed) by the Office of Academic Records at the beginning of the semester in which he or she petitions to live off campus

The College reserves the right to approve a limited number of off-campus applications each academic year (August to May). Decisions for approval to live off-campus will be granted based on date of application, classification, academic standing, judicial standing, financial standing, and extenuating circumstances.

Additionally, the College will allow current residential students in their last semester live on-campus as a part-time student if the student is on track to his/her degree and requires only a part-time load to complete all remaining graduation requirements. The College will also allow a current residential student to continue living on-campus as a graduate student if the student transitions directly from the Coker College undergraduate program to a Coker College graduate program, and if available space allows.

The Residence Life Staff consists of the Director of Residence Life, the Coordinator of Residence Life & First Year Experience, the Coordinator of Residence Life & Upperclassmen Initiatives, the Commissioners, and the Resident Assistants. The staff is trained to help students adjust to campus life

and is responsible for enforcing policies. Detailed housing policies are contained in the Housing Contract and the Student Handbook.

### **Student Success Center**

The Student Success Center works collaboratively with faculty and staff to ensure students are progressing towards personal, academic, and career goals. Within the Student Success Center, Student Success Coaches assist assigned students with getting connected to campus resources, developing career goals, and troubleshooting any possible challenges that may arise during their Coker experience. The Student Success Center strives to develop students' sense of self by helping them evaluate their strengths, interests, values, and goals early on in their academic career and channel those criteria into successful networks, internships, and mentorships.

Additionally, the Student Success Center is responsible for the new student orientations, the first-year experience, and internships. The Student Success Center is located on the 1st floor of the Library and Information Technology Center.

In part, the knowledge and professionalism that they will gain through these resources and experiences will assist them in transitioning into full-time, rewarding careers.

The resources and information provided by the Student Success Center are designed to build off of each consecutive year and to be a catalyst for continued professional development and success years after graduating from Coker. By providing these resources, including but not limited to the list below, the Student Success Center hopes to create an array of services that can reach students in a variety of settings while developing a well-rounded professional self.

#### **Available Services:**

- Career inventory and value assessments
- Career and major exploration
- Résumé writing guidance
- In-class presentation assistance
- On-campus networking opportunities
- Interview preparation and mock interviews
- Job search resources
- Graduate school applications

**Career Counseling**- Schedule an appointment with the Student Success Center for guidance on choosing a major, planning your career path, finding a job shadow, preparing a resume or cover letter, mock interviews, and more.

**Job Postings** - Part-time, full-time and seasonal job information is e-mailed to students as needed, posted to the office's Facebook page, or is available by logging in to Handshake, Coker's job board. To use this service, please contact the Student Success Center.

**Self-Assessments** - Use MyPlan.com and take one of the self-assessments which will help clarify interests and skills, as well as assist in exploring careers. Contact the Student Success Center to receive the access code.

**Workshops** - The Student Success Center offers workshops on various topics including resumes and cover letters, interviewing skills and much more. Workshop dates are announced via e-mail, social media, and the Coker College calendar.

### **New Student Orientation**

All new students are expected to participate in the College's orientation program. The Coker orientation program is an introduction to the College, the services and programs offered, and the responsibilities and opportunities that await students. Parents and family members of day students are encouraged to attend

the parent orientation sessions that are offered as a part of the fall orientation program. Through a series of programs, assessments, and activities offered during orientation, students and parents become familiar with the College, and learn important information about how to be successful both personally and academically at Coker College.

New students attending classes in the day program (both commuters and residential students) attend an orientation program in the late summer (for fall enrollees) or in early January (for spring enrollees). New student orientation for the Adult Degree Program is held online prior to each term, and is designed to specifically address the needs of Adult Degree Program students.

### **First Year Experience Program**

The First Year Experience (FYE) is a program designed to integrate first-year students into the Coker campus culture and community. The program uses a multi-faceted programming model to address the needs and challenges of first-year students. Program components include: pre-enrollment communications; Coker Connection, a pre-orientation summer program; new student orientation; membership in a Commissioner family designed to give peer support for the transition to college life; formal inductions into the campus culture at the Commissioner's Candle Lighting and opening Convocation ceremonies; Residence Life programming; and extended orientation courses.

The extended orientation course (CC101) pairs first year students with faculty, staff, and peer mentors to assist incoming students in their transition toward successful development in both academic and non-academic areas of college life. The second course, CC102, helps students explore their chosen major or, for undecided students, helps explore major and career possibilities. These courses are designed to assist students in navigating the Coker College environment; to equip students with basic academic success skills including effective study techniques and time management strategies; to assist students with personal success skills such as goal setting and career exploration; to promote social interaction between students and faculty/staff; and to encourage personal growth through exposure to service learning opportunities, cultural experiences and diverse populations in the students' local, regional or national communities.

### **Internships**

The Student Success Center coordinates the program of academic internships at Coker College. Internships are learning experiences designed to complement classroom learning in a practical way in a chosen field of study. A student who is in good academic standing can register for an internship when he or she has completed courses in a major or minor and has reached junior status. Internships are available in most of our majors with the approval of the faculty advisor.

Students may complete internships in the local area, state-wide, nationally or internationally. While academic internships may be paid or unpaid, all are supervised by a faculty member and require a signed contract, time sheets, evaluations, and a written journal. Students must attend an orientation session conducted by the Career Development & Internships office to review the internship requirements.

Internships are available for one to twelve semester hours of credit, depending on the major. To receive academic credit the experience must fit with the guidelines of the catalog description and number of hours listed for each major. Internships for majors without a catalog course will be given a special topics course number (\*99). Students must also be registered for the internship course during the semester/term in which on-site work hours are completed.

The internship program is an important part of Coker College's objective to have students actively involved in their learning and to develop critical thinking skills.

### **Other Organizations and Services**

#### **Alumni Association**



The Coker College Alumni Association is a service organization established by Coker College to promote the interests of this institution and to develop and maintain a close bond between the College and the alumni. Membership is open to all former students who have completed 24 semester hours at Coker and have been separated from the College in good standing. Coker College employs a Director of Alumni Engagement and provides campus facilities to house the alumni operation.

### **Bookstore**

The Coker Bookstore offers a variety of textbook purchasing options – new, used, rental and digital. The price comparison tool on our website makes it easy to compare our prices with the online marketplace. Prices from our store along with a variety of other online vendors appear on one convenient page. You may then choose the purchase option that best meets your needs. Purchases may be made using cash, check, credit card, or Financial Aid. We offer cash buyback for textbooks year round. We also sell school supplies, Coker apparel, school spirit items, gifts, souvenirs, and drinks/snacks. The campus store is located on the first floor of the Student Union Building. You may visit our website at [www.bookstore.coker.edu](http://www.bookstore.coker.edu). If you have questions about the campus store call 843-383-8034 or ask one of our Campus Bookstore Student Ambassadors. Applications for Campus Bookstore Student Ambassadors are taken each semester during the months of April and November for the following semester.

Follow the Coker Bookstore on our social media sites:

Facebook - cokerbookstore  
Instagram - coker\_bookstore  
Twitter - @CokerBookstore  
Snapchat – cokerbookstore

#### Hours of Operation August through May

|           |                   |
|-----------|-------------------|
| Sunday    | Closed            |
| Monday    | 8:30 am – 5:00 pm |
| *Tuesday  | 8:30 am – 5:30 pm |
| Wednesday | 8:30 am – 5:00 pm |
| *Thursday | 8:30 am – 5:30 pm |
| Friday    | 8:30 am – 5:00 pm |

\*The campus store will be open until 6:00 pm on Tuesday and Thursday during the first week of the Adult Degree Program and Online Terms 1, 2, 3, and 4

#### Hours of Operation June and July

|           |                   |
|-----------|-------------------|
| Sunday    | Closed            |
| Monday    | 8:30 am – 5:00 pm |
| Tuesday   | 8:30 am – 5:00 pm |
| Wednesday | 8:30 am – 5:00 pm |
| Thursday  | 8:30 am – 5:00 pm |
| Friday    | 8:30 am – 1:00 pm |

The campus store will be open several Saturdays throughout the year for special events.

### **Dining Services**

Dining Services are contracted through Sodexo. They provide a full service food operation to meet the needs of resident and commuting students, faculty, staff, and their guests. Meals are available in the Susan Linville Dining Hall, located in the center of the residence halls and at the WOW and Starbucks locations in the Cobra Café area of the Student Center. Full catering services are also available. Hours of operation are posted at each location at the beginning of each semester.

**Meal Plans for Residential Students** - All students living in College-managed housing, are required to purchase a meal plan. Students may choose either a 21-meal plan or a 14-meal plan. Residents of the Downtown Flats and the Residential Village have the additional option of a 7-meal plan. All plans can be used for breakfast, lunch and dinner in the Linville Dining Hall. Each available meal plan also includes a

preset CobraCash amount that can be used at any of the food outlets on campus as well as a limited number of off-campus restaurants.

**Meal Plans for Commuting Students** - Commuter students may elect to purchase one of the three available residential meal plans or the Commuter Block Plan. Commuter students who do not wish to purchase a meal plan may use the CobraCash option described below. See the General Manager of Dining Services in the Linville Dining Hall for more information regarding these options or contact the Residence Life Office.

**CobraCash** - Every student who purchases one of the residential meal plans also receives a preset amount each semester on his or her Coker College ID. Commuter students may also add CobraCash funds to their IDs if they choose to do so. The ID card will work like a bank debit card at on-campus dining facilities and selected off campus restaurants. Students can recharge their IDs with additional CobraCash in the Dining Services Office (located in Coker Hall), online at <https://coker.campuscardscenter.com> or at the Student Accounts office in the Student Solution Center.

## **Information Technology (IT)**

**Vision** - *Enabling lifelong learning through innovative IT solutions.*

### **Mission**

Coker's IT department is committed to empowering students, faculty and staff with technology and services that facilitate effective learning. We accomplish this by:

- placing value on the active involvement and application of technology solutions,
- fostering and maintaining valuable collaborative partnerships,
- and providing a modern, stable, secure, and integrated computing environment.

### **IT Support**

The Department of Information Technology strives to provide the best possible IT service for our students, faculty, and staff. If you need IT support, please email [support@coker.edu](mailto:support@coker.edu) and describe—in detail—your issue or help request.

### **Campus Communication**

All students are provided a Coker College e-mail account. Students attending in the day program are also assigned a campus mailbox. Campus mail and e-mail are considered official means of communication for the College – they are two of the primary methods used by faculty and staff to disseminate information to our students. As a Coker student, it is your responsibility to check both your campus mailbox and student e-mail account regularly. You are accountable for knowing and complying with information and requests distributed by these methods.

### **Intercollegiate Athletics**

The Department of Athletics at Coker College serves to sponsor and promote activities that will enhance the total educational experience of the institution's students, promote the recruitment and retention of qualified student-athletes, and assist in the development of campus spirit and pride. Participating students have opportunities for intellectual, social and leadership development through the intercollegiate athletic experience. The mission of this department is consistent with the missions of Coker College, the National Collegiate Athletic Association (NCAA) at the Division II level and the South Atlantic Conference.

Coker fields twenty-four intercollegiate teams, as well as spirit squad. The men's program includes baseball, basketball, cross country, Esports, golf, lacrosse, soccer, tennis, indoor and outdoor track & field, volleyball and wrestling, while the women's program includes basketball, cross country, Esports, field hockey, golf, lacrosse, soccer, softball, tennis, indoor and outdoor track & field, field hockey and volleyball. The teams are named after the Coker mascot, the Cobra. The official colors are navy blue and gold.

Grants and scholarships are awarded to qualified student-athletes in all sports through the Office of Financial Aid. Questions regarding athletic scholarships should be directed to the appropriate coach in the athletic program. Recipients of aid are required to satisfy certain academic standards set by the College, the National Collegiate Athletic Association (NCAA) Division II, and the South Atlantic Conference in which Coker College holds memberships.

### **Post Office**

Each student enrolled in the day program is assigned a box in the College Post Office for U.S. mail and on-campus correspondence. Window hours are observed for purchasing stamps and mailing small packages. Coker College and the student's MSN (campus mailbox) number must be included in addressing all mail to the campus.

### **Trans4mations & Community Service**

At Coker, it is our belief that students should be active participants in their own education. The Trans4mations program includes study away (domestic and abroad) programs, community services programs and cultural event programs. These programs provide the opportunity for students to participate in experiential learning.

**International Programs** - International programs are designed to give students an awareness of the diversity, complexity, and interdependence of the world community. Under the auspices of these programs, Coker students are provided opportunities to study abroad and students from other countries are supported in their pursuit of a degree from Coker.

**Study Away/International Affiliations** - Any student with sophomore status or above and an appropriate grade point average may elect to study a major, minor, or General Education Program requirement courses in a foreign country with Coker College or in cooperation with an approved educational institution or program. Students who have already completed their Cultural Diversity and/or Study Away requirements may also elect to participate in additional study abroad experiences. Students may elect to study through Coker-affiliated programs or those of any approved institution. In addition, students may apply for the Susan Coker Watson Scholarship for Study Abroad in European Countries and other available scholarships.

Ordinarily, the maximum number of hours to be taken in the Study Abroad Program is a total of thirty-six credits. The course of study must be approved by the student's advisor and the Office of Academic Affairs. Direction and guidance must be provided by the third-party provider, a faculty member of the participating institution or through the approval of an independent study with a Coker faculty member, in which case an evaluative report, journal or paper will normally be required.

**Domestic Travel Programs** - Study Away also includes domestic travel programs throughout the United States. Students can enroll in courses offered by Coker faculty or participate in Coker-affiliated programs. All non-Coker programs must receive prior approval for participation.

**January and May Terms** - Courses offered in the January and May terms are designed primarily for the purpose of travel. Coker students are encouraged to travel and broaden their view of the world as a global village. At Coker we believe that travel within the United States, as well as abroad, challenges students' adaptability and communication skills. Courses are announced in advance, which permits students to arrange their schedules and finances to include a travel course.

**Community Service** - Coker College's strong belief that education is for the betterment of humanity leads the College to provide experiences for students in community service as a part of their formal studies.

Community service provides an early opportunity for students to develop leadership skills that reflect initiative, vision and caring in their response to the community. Faculty, staff, and students participate in keeping the campus alert to community situations where the College can be of help in meaningful ways.

## **ACADEMIC POLICIES**

The administration, faculty and staff of Coker College share responsibility for ensuring the quality and integrity of the Coker College degree. This obligation to our students guides the actions and decisions of all members of the College leadership. Toward this goal, the College has established academic policies and procedures designed to reinforce the quality of our academic program, to encourage progress toward successful degree completion, and to facilitate the processes necessary for the institution to operate in an equitable and efficient manner.

### **Student Responsibilities**

It is each student's responsibility to know, understand and comply with the academic policies of Coker College. Failure to adhere to College policies and procedures can result in negative academic and/or financial consequences. Students are strongly encouraged to familiarize themselves with Coker's policies as described in this catalog, and to seek advice from the appropriate faculty member or campus office before making critical academic decisions.

Further, it is the responsibility of each student to monitor his or her academic progress at Coker College. Each student should fully understand the general graduation requirements for all students and the specific requirements for his or her academic program. Each student should also be aware of his or her grade point average, and should make appropriate course selections and drop/add decisions in order to facilitate reaching his or her educational goals. Each student is paired with an Academic Advisor who can aid the student in setting reasonable goals and in making academic decisions.

### **Academic Integrity**

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker College Student Covenant, the Mission of the College, and generally understood standards of ethical academic behavior. Additional penalties may result if a student is found responsible for multiple incidents of academic dishonesty. Procedures and a list of integrity violations are outlined in detail in the Coker College Student Handbook.

### **Academic Good Standing, Probation or Suspension**

Student academic records are reviewed at the conclusion of each fall (evening terms I and II) and spring (evening terms III and IV) semester, and at the time of a student's graduation.

#### **Good Standing**

To be in good academic standing, a student must not be on probation or suspension.

#### **Academic Probation**

A student will be placed on academic probation if his or her cumulative grade point average falls below 2.000. Students placed on academic probation are no longer considered to be in good academic standing.

#### **Academic Suspension**

A student with at least 24 semester hours attempted at Coker will be suspended for one Fall or one Spring semester if his or her cumulative grade point average falls below 1.750.

A student on suspension from the College may not register for any courses at Coker. Students on suspension may not use any facilities nor participate in any of the activities, programs, or services of Coker College without special permission from the Dean of Students or other appropriate officer. A student on suspension will not be allowed to graduate until he or she has returned to good academic standing.

Readmission to the College is not automatic, as the College will review all educational, judicial, and financial records of the student. A student who wishes to re-enroll at Coker College following a suspension period must contact the Admissions Office and complete an application for readmission. A student readmitted following a period of suspension will return on academic probation. Students who do not re-enroll at the first available opportunity may be subject to the requirements of the most recent Academic Catalog.

### **Academic Honors for Undergraduate Students**

#### **Top Honor Graduate/Alumni Cup**

The graduate(s) at each commencement ceremony with the highest overall grade point average is/are designated the Top Honor Graduate(s) and is/are awarded the Alumni Association Cup.

#### **Dean's Commendation**

Any student who has a 3.3 cumulative grade point average upon the completion of 60 semester hours with 30 completed hours at Coker College may apply to sit for Dean's Commendation by submitting a Dean's project proposal to the Academic Standards Committee. Project proposals from students who do not meet these criteria may be considered at the discretion of the Academic Standards Committee.

The student and a faculty mentor chosen by the student will first plan a Dean's project (for example, an extended piece of scholarly research, a creative performance, an international experience, or a set of laboratory experiments) to be completed prior to graduation. The student and mentor will then present the proposed project to the Academic Standards Committee, according to the guidelines provided, no less than six months prior to the intended date of graduation. Prior to the Academic Standards Committee approving the plan, the student will assemble a Dean's project review committee of at least three full-time faculty members, including the mentor, to evaluate the completed project. The student may request additional members, including individuals not affiliated with Coker College, to serve on the review committee.

The student will present the completed project in a form deemed most appropriate by the review committee. Although presentation of the project only to the review committee is acceptable, the student is strongly encouraged to present his or her Dean's project in a public forum where the entire College community may benefit from it.

The review committee has the option to pass or fail the project at its first presentation. The review committee may also have the student make revisions to his or her work. To allow adequate time to complete revisions and re-present the project, the initial presentation must be at least two weeks prior to the Faculty Senate meeting at which the graduate will be certified. After evaluating the project, the review committee will submit its recommendations via the faculty mentor to the Faculty Senate. If the Senate approves, the bachelor's degree will be awarded with Dean's commendation.

#### **President's List**

Student academic records are reviewed at the end of each fall (evening terms I and II) and spring (evening terms III and IV) semester. President's List honors are awarded to students who complete a minimum of 12 semester hours on the ABCDF grading system with a 4.0 grade point average each semester.

#### **Dean's List**

Student academic records are reviewed at the end of each fall (evening terms I and II) and spring (evening terms III and IV) semester. Dean's List honors are awarded to students who complete a minimum of 12 semester hours on the ABCDF grading system with a 3.75 to 3.99 grade point average each semester.

#### **Latin Honors**

Graduation with the designation cum laude, magna cum laude, or summa cum laude is based upon a consistently high level of achievement throughout the student's academic career at Coker College. To be

considered for honors, a minimum of 60 semester hours must be earned at Coker with the requisite grade point average as follows: 3.50 cum laude; 3.70 magna cum laude; 3.90 summa cum laude.

## **General Policies and Procedures**

### **Registration**

The Office of Academic Records normally publishes course schedules and registration schedules no later than October and March prior to each academic term or semester. At that time, students should schedule appointments with their advisors to select courses for pre-registration. Pre-registration opens in early November and early April for approximately three weeks. Preregistration is prioritized by class level with seniors having first opportunity to pre-register, then juniors, then sophomores, and then freshmen.

### **Course Load**

All students must be enrolled in a minimum full time course load during the traditional academic year in order to be eligible for financial aid, on-campus housing, athletic participation, and (in some cases) medical insurance coverage. For day students, the minimum full time course load is 12 hours per semester; however the typical course load is 15 semester hours. For evening students, the full time course load is 6 semester hours per evening term.

Students who wish to take more than 18 semester hours in a given semester must receive permission need to complete and submit the **Application for Academic Overload**. The Office of Academic Affairs will approve the request. Evening students must have permission if their combined terms I and II course load, or combined terms III and IV course load, exceed 18 hours.

### **Missed Class Policy**

Students are expected to attend all regularly scheduled classes for the courses in which they are enrolled.

Course instructors determine their own class attendance policy based on the academic goals of the course being taught, which should be explicitly stated in their syllabus.

Each student, representing the college due to college-approved curricular and extra-curricular activities, is responsible for consulting with the instructor in advance and as soon as possible regarding the absence in order to arrange for the completion of all missed coursework.

Course instructors retain the authority and right to determine whether appropriate and responsible adjustments can be made for missed classes, activities, and examinations.

### **Drop/Add**

Changes in registration may be made during the drop/add period, the first week of each semester or term. During this time, students may add courses to their schedule, and may drop classes without academic penalty through Student Planning. The course will not appear on the permanent record if it is dropped during the drop/add period. Approval of the instructor and the Office of Academic Affairs is required for a student to enroll in a course after the drop/add period.

### **Course Withdrawal**

After the drop/add period, students may withdraw from a course by completing the **Withdraw from Course Request** form. A W will be recorded for any course which is officially dropped during the withdrawal period (by the end of the tenth week of the semester for day classes; by the end of the tenth class night in the Adult Degree Program term). Courses dropped during the withdrawal period will appear on the student's permanent record, but will not be included when determining the student's grade point average.

Withdrawal after the withdrawal period will be treated as a course failure, the grade of F will be recorded, and the course will be counted in determining the student's grade point average. Failure to withdraw officially from a course will result in a final grade of F. Students who have chosen the S/NC grading system must follow the same procedure for withdrawal.

The Office of Academic Affairs determines that continued enrollment in the course would be detrimental to the student's health or has been made impossible by circumstances beyond the student's control, a W will be recorded. Requests for withdrawal for extenuating circumstances must be made within the same academic year as the course was attempted. Requests must be made in writing to the Office of Academic Affairs and must include any supporting documentation. If a student is approved for withdrawal without penalty for medical reasons, he or she will be withdrawn from all classes unless the student can show just cause to be withdrawn from only selected courses.

### **Auditing a Course**

No college credit is awarded for audited courses. Once completed, an audited course cannot be retroactively applied to degree credit.

### **Credit from External Sources**

Students should consult with the Office of Academic Records regarding college credit for examinations of the Advanced Placement Program and College-Level Examination Program (CLEP). Credit is awarded for International Baccalaureate courses for students with scores of 4 or better on higher level courses; standard level courses are not considered for credit. Where appropriate to the student's program, credit is granted for courses according to the Guidelines of the American Council on Education.

### **Courses from Other Institutions**

Coker students may request permission to take courses at another institution when they are not actively enrolled in courses at Coker, such as during summer breaks or while on official Leave of Absence from the College. Prior to enrolling in any course for which the student wishes to receive transfer credit, he or she must submit the Request to Take Courses Elsewhere form for approval. Students must provide a catalog description for each intended course, and must receive approval by the appropriate academic department chair and the Office of Academic Affairs. Approval will usually be based on the following guidelines:

- Student will not be concurrently enrolled in courses at Coker College.
- Student can demonstrate that denial of his or her request will severely compromise the student's ability to fulfill degree requirements or meet other obligations to the College.
- Student is not in his or her last 30 semester hours of coursework.
- Course format is deemed appropriate, by the department chair, for course content.

Upon completion of his or her coursework the student is responsible for having an official transcript sent to the Office of Academic Records in order to receive credit. Credit will only be awarded for courses in which the student earns a grade of C- or better.

### **Class Level**

Class level is determined by the number of semester hours earned through all credit-awarding options such as courses completed at Coker College; courses accepted for transfer credit, Advanced Placement, International Baccalaureate, CLEP, military service, etc.

| <b>Class Level</b> | <b>Hours Earned</b>  |
|--------------------|----------------------|
| Freshman           | 0-27 semester hours  |
| Sophomore          | 28-57 semester hours |

|        |                      |
|--------|----------------------|
| Junior | 58-89 semester hours |
| Senior | 90+ semester hours   |

### **Semester Grades**

Semester grades are available under Grades and GPA in Student Planning at the end of every semester or term of enrollment. Students with holds on their records will not receive grades until the holds have been cleared. Grades will be made available to faculty advisors and other appropriate college personnel.



## Grading System

Students take courses under an ABCDF system of evaluation or a Satisfactory/No Credit (S/NC) system. The ABCDF system is assumed, but during the drop/add period the student is given an opportunity to elect the S/NC system. No change is allowed after the end of the drop/add period.

|                           |   |
|---------------------------|---|
| A                         | 4 points  |
| B                         | 3 points  |
| C                         | 2 points  |
| D                         | 1 point   |
| F                         | 0 points (hours attempted used in GPA calculation)  |
| CP (Credit Pending)       | 0 points (hours attempted not used in GPA calculation)  |
| I (Incomplete)            | 0 points (hours attempted not used in GPA calculation)  |
| S (Satisfactory)          | 0 points (hours earned, hours attempted not used in GPA calculation)  |
| NC (No Credit)            | 0 points (hours attempted not used in GPA calculation)  |
| R (Repeated)              | 0 points (course repeated at later date, beginning 1997 passing grade replaces F; beginning 2017 passing grade replaces D or F) |
| W (Withdrawn)             | 0 points (hours attempted not used in GPA calculation)  |
| AF (Academic Fresh Start) | 0 points (hours attempted not used in GPA calculation)  |

The grade point average (GPA) will be computed using grades from all courses taken under the ABCDF system. Hours earned under the S/NC grading system count toward graduation but not in the GPA calculation. S is equivalent to C or better in the ABCDF system. Courses taken under the S/NC option are limited to a total of 12 semester hours and to no more than one course per semester. An exception will be made for EDU410, EDU430, EDU440, EDU470, MAT100D, and PE470.

A student requesting the S/NC option must obtain the consent of his or her faculty advisor. The S/NC option may not be exercised for courses within the discipline of a student's declared major, minor or specialization, nor for any course required within the student's major, minor, honors program, or specialization. In extraordinary circumstances, a faculty advisor may petition the Office of Academic Affairs for reasonable exceptions to these limits.

A grade of I (incomplete) may be recorded when the instructor feels the course work is incomplete for reasons beyond the student's control. It may not be employed as an extension of the term to provide an opportunity for the student to raise a grade already earned. If the course work is not successfully completed in the following semester (excluding summer session), the grade automatically becomes an F or No Credit. For students in the Adult Degree Program, the grade of I recorded in Term I or II must be removed by the end of Term IV in the following spring semester; the grade of I recorded in Term III, IV or V must be removed by the end of Term II during the following fall semester.

Information regarding grades and grade point averages is available through WebAdvisor. The Office of Academic Records will not release such information by telephone or non-Coker e-mail. Inquiries must be made in person or in writing using your Coker email.

## Academic Fresh Start for Undergraduate Students

Any former Coker student returning to Coker after a period of no fewer than five calendar years since his or her last completed semester at Coker may request an Academic Fresh Start. A student who is granted an Academic Fresh Start will have all prior grades removed from his or her grade point average calculation. Prior coursework completed with a grade of C or better will continue to receive academic credit and may be used to fulfill degree requirements. However, courses with grades of D will no longer be applied to degree requirements. If required for graduation, these courses must be repeated. Prior suspension will not be removed from the student's record. During the readmission process, the student must indicate his or her intent to seek an Academic Fresh Start to the Office of Academic Affairs through

a required form. A student who is seeking an Academic Fresh Start will be required to complete the academic requirements of the catalog in effect at the time of readmission.

In order to be granted an Academic Fresh Start, the student must demonstrate satisfactory academic progress during his or her current enrollment at Coker College by achieving a current grade point average of at least 2.500 in his or her first 24 earned semester hours. If this standard is met, the College will award grade point forgiveness. All previous course work will remain on the student's transcript with proper notation of forgiven course work.

### **Repeating Courses**

Any course may be repeated; however, a repeated course can be counted for credit toward the semester hours' graduation requirement only once unless otherwise stated in the catalog. Beginning fall semester 1997 and thereafter, an F grade may be removed from calculation in the grade point average if the same course is repeated with a passing grade. Beginning fall semester 2017 and thereafter, a grade of D or F may be removed from calculation in the grade point average if the same course is repeated, provided that the repeated grade is higher than the original grade. All grades whether repeated or not remain on the Coker transcript with repeated courses duly noted. If a student is repeating a Coker College course with the anticipation of removing a grade of D or F, the repeat must be taken at Coker College; it may not be by correspondence, proficiency, special examination, or by study at another institution.

### **Grade Appeals**

An official appeal of a grade by a student is a very serious matter and should be considered only when highly unusual conditions exist. If a student believes a grade appeal is appropriate, the procedures described in the Coker College Student Handbook must be followed.

### **Change of Type and/or Location**

Students can apply to change their site or type by completing the **Permanent Change of Student Type and/or Location** application form available under Student Forms in WebAdvisor. **Requests for change of type and/or location are due by August 1 or December 1 of each academic year.** To prevent billing issues, change of type and/or location changes are processed after the summer sessions are completed and after the fall or term 2 sessions are completed. Any change of type and/or location may affect tuition and fee charges. Change of type or location is not final until approved by the Student Financial Planning office and Student Accounts.

### **Official Transcripts**

Official transcripts of academic work at Coker College may be requested by using the eTranscript Ordering Service through the National Student Clearinghouse at [www.getmytranscript.com](http://www.getmytranscript.com). Transcripts will not be issued when the Student Accounts show indebtedness to the College. Coker will not release copies of high school or non-Coker College transcripts. Requests for these documents must be made directly to the credit-granting institution.

### **Retention of Records**

The Office of Academic Records follows the guidelines published in 2013 by The American Association of Collegiate Registrars and Admissions Officers in "AACRAO's Student Records Management: Retention, Disposal, and Archive of Student Records."

### **Leave of Absence**

A student may request an official leave of absence, not to exceed one year. When a student anticipates being out of school beyond one semester, the student should complete a Leave of Absence form and write a letter to the Office of Academic Affairs stating his or her reasons for the request. When an official leave of absence is granted, it will not be necessary for the student to go through the process of readmission to the College if the student returns in the semester or term designated on the request and if the student informs the Office of Academic Records of his or her intention to return two weeks prior to the enrollment period. A student who has been on leave of absence may return under the rules of the catalog

when he or she was first admitted. If the student does not return from a leave of absence after one year, their academic record will be archived.

### **Withdrawal from the College**

Withdrawing from the College (i.e., ceasing to be enrolled in any class) can have serious academic and financial consequences if not handled properly. A student should never simply stop attending class with no official notice to the College. When a student is considering withdrawal or transfer to another institution, the matter should be discussed with the student's advisor, another faculty member, and/or a member of the College staff. Once the student makes a decision to withdraw, he or she should obtain a withdrawal form under Student Forms in WebAdvisor. Residential students will need to vacate their room in the residence halls on the same day as their withdrawal.

A student should always follow these procedures if withdrawing during a semester or term. The administration strongly recommends the same procedure for those who complete a semester or term but do not plan to continue for the succeeding semester or term. If the student wishes to appeal for withdrawal without academic penalty, he or she must furnish a letter to the Office of Academic Affairs outlining the extenuating circumstances under which he or she makes this request.

Students absent from the College for one semester or two terms (Fall or Spring) who are not on an official leave of absence, will be automatically withdrawn from the College. Students withdrawn under this policy must reapply for admission to the college.

### **Mandatory Administrative Withdrawal**

Occasionally a student is disruptive to the community or educational process of the College. This may occur if the student is deemed to be a danger to himself or herself, other College community members or College property, and/or if there is a reasonable doubt whether the student can benefit from the educational programs at the College. Specific processes are outlined in the Student Handbook.

### **Academic Support Services**

#### **Academic Advising**

New students will be assigned an advisor prior to their first semester. Academic advisors will help the student progress toward his or her academic and professional goals. Students who declare an additional major, minor or specialization will also have a secondary advisor in that discipline.

#### **Library**

The Charles W. & Joan S. Coker Library provides resources, services, and instruction for learning and research in coordination with the faculty. The library staff is available to assist patrons in using library resources. In addition, reference librarians are available to provide individual research assistance and classroom library instruction for both general needs and specific projects.

The library collection consists of over 500,000 books, e-books, scores, CDs, videos, and DVDs. A wide variety of online resources are available, including access to tens of thousands of full text magazines, newspapers and journals, and over 800 reference books. Books and articles not owned by the library may be requested from other libraries. For more information regarding services, policies, and hours of operation, visit the Charles W. & Joan S. Coker Library web site found here: <https://library.coker.edu>.

### **Learning Support Services**

The Learning Support Services Office offers guidance designed to help students manage their academic careers and to promote self-advocacy in academic concerns. The LSS Office can assist students with high school-to-college transitioning, study skills training, general academic counseling, course scheduling, academic policies and procedures clarification, withdrawal and leave of absence counseling, long term degree planning and goal setting, transitioning between majors, academic recovery strategies, and other related assistance. Coker offers free tutoring for a variety of subjects.

Learning Support Services also coordinates the provision of both temporary and long-term accommodations for students with documented disabilities. This includes learning disabilities, physical impairments and psychological disorders, and may include both in and out-of-class assistance.

### **Additional Academic Support Services**

The following support services are available in the LITC or through online resources.

Peer Assisted Study Support  
Quantitative Literacy Center  
Writer's Studio

### **Office of Academic Records**

The Office of Academic Records, in cooperation with and under the direction of the Office of Academic Affairs, is responsible for maintaining the official academic records for Coker College students. In addition to maintaining student records, the Office of Academic Records also provides direct support to students, faculty, and staff through the following services: academic policy implementation and monitoring; class scheduling and schedule publication; student registration and academic program declaration; grade reporting; transcript request processing and printing; graduation application processing, certification and diploma services; transfer credit evaluation; withdrawal and leave of absence processing; and student address maintenance.

## **UNDERGRADUATE DEGREE REQUIREMENTS**

Coker College awards the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Music Education degrees. Each degree incorporates three areas of study:

- General Education Program requirements specific to each degree;
- Academic Major requirements;
- Electives – students who need additional hours to meet the minimum of 120 semester hours required for graduation may elect to complete specific requirements to earn additional majors, minors and/or specializations, or may choose courses of personal interest.

Additionally, students in the Day program must complete the requirements of the Trans4mations program. Each of these components is described in more detail on the following pages.

Individual programs of study may also specify non-credit requirements such as internship, service learning, study abroad, or study away.

To be awarded an undergraduate degree from Coker College, a student must earn a minimum of 120 semester hours of credit with a 2.0 grade point average in all courses taken under the ABCDF grading system. At least 25% of the total degree hours must be taken at Coker College. Each student must earn a minimum of 30 semester hours in upper level courses numbered 300 or above. The final 30 semester hours must be taken from Coker College.

All students are expected to fulfill the degree requirements of the catalog in effect at the time of initial enrollment unless there are undue hardships involved. The privilege of participating in commencement exercises is extended to students who have completed all requirements for the degree.

### **Placement**

Placement exams are offered to first-year and transfer students during admissions and orientation events for Writing and Foreign Language. Placement exams for mathematics are required and available online and are to be completed prior to registering for first mathematics course.

### First-Year Writing Placement

Entering students who do not have transfer credit for ENG 111 or ENG 112 will be placed into ENG 110 or ENG 111 based on their SAT Reading and Writing score or ACT English Composition score. Students may request a placement exam if they would like to be considered for a higher writing course. Students accepted into the Honors Program may be exempt from ENG 111 and placed in to ENG 210 based on writing samples and standardized test scores.

Students with transfer credit will be placed accordingly in the first-year writing sequence.

| ACT or SAT Score | ENG 110 | ENG 111 | ENG 112 | ENG 210 |
|------------------|---------|---------|---------|---------|
| ≤ 20 or ≤ 500    | X       |         |         |         |
| 21-24 or 510-550 |         | X       |         |         |
| 25-29 or 560-590 |         |         | X       |         |
| 30+ or 600+      |         |         |         | X       |

### Trans4mations Program

Trans4mations is a structured, 4-year sequence of curricular and co-curricular experiences required for all students in the Day program. Trans4mations is designed to progressively foster, over the course of the undergraduate career, the knowledge, skills and attitudes needed for personal and professional success.

#### Trans4mation Requirements are:

**Freshman Year:** Students designated as first semester freshmen take two, one-credit First Year Experience (FYE) courses. The first course, Coker College 101, provides an introduction to the social and academic environments in college and assists students in the successful transition from high school to college.

There are two options for completing the second course. For students who have not yet selected a major, Coker College 102 helps students engage in career and major exploration while emphasizing the value of Coker's Liberal Arts approach. When available, students who have selected their major may substitute a departmental freshman seminar specific to their intended major for CC 102. Each academic area will design experiences relevant to that area. For more information, transfer students should see below, visit the Coker website and review the Trans4mations Manual.

**Sophomore Year:** Students engage in experiences that allow them to participate in communities beyond the gates of Coker College or to expand their artistic awareness by attending cultural events. There are two options to fulfill this requirement.

**Community Service:** Through a variety of approved service opportunities, students will have a chance to apply what they are learning in the classroom. At the same time, they will have an opportunity to further develop and act upon a sense of responsibility to the broader human community.

**Cultural Events:** Attendance at cultural events provides students with the opportunity to experience another dimension of the academic world to foster a life-enriching pattern of cultural involvement. Cultural events are defined as performance events or lecture/ academic events, and students may pick and choose from a variety of approved events.

Students must accrue 18 units of community service and/or cultural event credit in order to complete the Sophomore Year requirement. Students may accumulate all of the units in a single area or may divide the total number between the two. The number of units awarded for a specific community service or cultural event opportunity is determined by the Trans4mations steering committee.

While the cultural events and community service requirement is listed as a component of the sophomore year experience, students may wish to earn credits during all of the years they are enrolled at Coker. Additional information is available from academic advisors and/or the Faculty or the Director of Trans4mations.

**Junior Year:** Study away is designed to take students from the Coker campus and immerse them in a different cultural setting. For those who have not yet completed this option, it may occur during the junior year. This may involve study abroad or study in places in the U.S. that provide a contrast to the student's usual surroundings. We define this as learning about the "other," which includes people, places and things that are different than your own background. The purpose of Study Away is to help students develop confidence in their ability to adapt to different environments and to develop the skills to interact with people who are different from themselves.

**Senior Year:** Students integrate the knowledge and experience gained, both in and out of the classroom, over their previous years at Coker to engage in a capstone project. Capstone experiences are an advanced form of scholarly activity where students use the academic and professional skills developed over the course of the undergraduate career, culminating in scholarly work that is presented in a public forum. The capstone experience is typically a senior seminar class.

### **Transfer Students**

Transfer students can enter the program under the class status that is determined by the number of transfer credits accepted by Coker. In other words transfer students "fit in where they get in." For example, a student who has already spent a year on a college campus and will transfer in as a sophomore begins with Year Two of the Trans4mations Program, which is Community Service and Cultural Engagement. Please contact the Director of Trans4mations to discuss your transfer in class status (sophomore, junior, senior) and where you fit in the program.

### **General Education Requirements**

At Coker College, general education is part of a larger commitment by the college to provide students with grounding in the liberal arts as well as learning experiences that span academic, reflective, and active forms. General education at Coker College fuses experiences in and out of the classroom, affording students opportunities to increase their intellect, their ability to think critically, and their reflective capacities.

General education should work with a student's larger educational experience. At Coker College, our general education program develops students' intentional learning skills as described by the Association of American Colleges and Universities. Intentional learners integrate knowledge and apply it to new situations, are empowered through intellectual and practical skills, are informed by deep and broad ideas from many fields, and are responsible for their own values and the values of the larger society. These skills help students to become flexible employees, engaged citizens, and lifelong learners once they leave campus.

While on campus, the learning experiences in general education help students connect foundational and liberal arts learning to more focused disciplinary study. General education courses also afford students opportunities to reflect on their own development and their roles within the variety of communities to which they belong. The General Education Program fulfills Coker College's mission and encourages students to engage in the Coker College Student Covenant by providing a basis for lifelong learning, personal growth, and service to others.

The General Education Program is organized into the following:

- Foundational Prerequisites (placement exemption available)
- The Intellectual Foundation - essential skill areas required for lifelong learning
- College Success Courses - building pragmatic skills for navigating the Coker College experience

- Covenant Pillars - interconnected liberal arts courses designed to foster the qualities in the Coker College Student Covenant, and reflect the breadth of the liberal arts. These pillars are classified into two categories:
  - Integrated Knowledge Pillar - These pillars focus on connections between academic disciplines, and the final product will be a paper or project investigating these connections, tailored to each individual student's interests
  - Engaged Learning Pillar - These pillars focus on experiential learning, and the final product will be an experience or project that requires the student to engage with their community (local or global)

The distribution of courses and a listing of courses that meet the General Education Program requirements are given below. Courses previously designated or designated in the future as General Education *may* count in one of the areas listed below, subject to approval of the faculty.

### Foundational Prerequisites (placement exemption available)

| Distribution of General Education Credits by Degree | B.A. | B.F.A. | B.M.E. | B.S. |
|---|------|--------|--------|------|
| ENG 110   | 3    | 3      | 3      | 3    |
| MAT 100   | 1-3  | 1-3    | 1-3    | 3    |
| MAT 101   | 3    | 3      | 3      | 3    |
| Total   | 7-9  | 7-9    | 7-9    | 9    |

### Intellectual Foundation

The courses fulfilling this requirement foster skills that are critical for students' further academic achievement and professional success, as well as encourage lifelong inquiry, learning, and wellbeing.

After completing the Intellectual Foundation requirements, students will be able to:

- write and speak effectively with an awareness of context, purpose and audience
- analyze written and oral texts in relation to chosen academic, civic or global issues
- be able to identify, locate, evaluate, and effectively and responsibly use and share information
- gather, analyze, and interpret quantitative data in order to draw conclusions and impart meaning

| Distribution of General Education Credits by Degree                         | B.A. | B.F.A. | B.M.E. | B.S. |
|---|------|--------|--------|------|
| COM 101   | 3    | 3      | 3      | 3    |
| ENG 111   | 3    | 3      | 3      | 3    |
| ENG 112 or 210  | 3    | 3      | 3      | 3    |
| MAT/CS (Choose from CS 110, MAT 203, MAT 210, MAT 220 or MAT 222)           | 3    | 3      | 3      | 3    |
| Non-Native Language and Culture*<br>(placement exemption available for 102) | 6    | 6      |        |      |
| LIB 101   | 1    | 1      | 1      | 1    |
| Total   | 19   | 19     | 13     | 13   |

\*Students may choose to fulfill this by completing an intensive 6-hour course numbered 1012

### College Success Courses

These courses focus on building pragmatic skills for navigating the Coker College experience.

| Distribution of General Education Credits by Degree | B.A. | B.F.A. | B.M.E. | B.S. |
|---|------|--------|--------|------|
| CC 101  | 1    | 1      | 1      |      |
| CC 102 or major specific freshman seminar           | 1    | 1      | 1      |      |

|                           |   |   |   |   |
|---------------------------|---|---|---|---|
| CC 130                    |   |   |   | 3 |
| Coker Wellness Activity** | 1 | 1 | 1 |   |
| Total                     | 3 | 3 | 3 | 3 |

\*\*not required for ADP education majors (early childhood/elementary)

### **Covenant Pillars**

Students must select an Integrated Knowledge Pillar and an Engaged Learning Pillar, and take 3 distinct courses from each. Between the two chosen pillars, the 6 selected courses should include at least one course in each of the following areas: Arts, Behavioral Science, Humanities, and Science. Students must also complete a Capital course.

A maximum of 1 course taken to fulfill the General Education Pillars requirement may also be counted towards a major. Any courses taken to fulfill the General Education Pillars requirement may also be counted towards a second major/ minor/specialization.

| <b>Distribution of General Education Credits by Degree</b> | <b>B.A.</b> | <b>B.F.A.</b> | <b>B.M.E.</b> | <b>B.S.</b> |
|--|-------------|---------------|---------------|-------------|
| Integrated Knowledge Pillar                                | 9-10        | 9-10          | 9-10          | 9-10        |
| Engaged Learning Pillar                                    | 9-10        | 9-10          | 9-10          | 9-10        |
| Capital Course   | 3           | 3             | 3             | 3           |
| Total  | 21-23       | 21-23         | 21-23         | 21-23       |

### **Integrated Knowledge Pillar 1: Integrity**

This pillar assists students to define a personal and professional code of conduct. Students investigate what it means to be authentic, as well as what it means to be responsible for oneself and one's own wellbeing. After completing this pillar, students should be able to:

- Articulate their personal values and beliefs orally, in writing, or in other creative mediums and demonstrate congruence between their stated values and their behaviors
- Articulate personal responsibilities to self, society, and physical environment
- Define what it means to practice justice, truthfulness, reliability, and/or resilience from a variety of perspectives

### **Integrated Knowledge Pillar 2: Respect**

This pillar focuses on respect for the rights, culture, and beliefs of all human beings. Courses will include exposure to a wide variety of cultures, and a discussion of conflicts that arise in a diverse society. After completing this pillar, students should be able to:

- Describe the intellectual outputs of different cultures and academic communities
- Articulate how the rights of the individual are weighed against the needs of society in different cultures, including their own
- Articulate strategies for resolving conflict at both the individual and societal level

### **Integrated Knowledge Pillar 3: Scholarship**

This pillar offers a breadth of knowledge in the liberal arts tradition. Subjects will emphasize academic criticism from varied disciplines as well as foundational content. After completing this pillar, students should be able to:

- Critically evaluate data and information from scholarly fields and disciplines
- Describe accepted techniques and methods of research and effectively communicate the results of a research project
- Demonstrate effective oral and written communication skills to describe patterns of knowledge

### **Engaged Learning Pillar 4: Sustainability**

This pillar focuses on the dynamic interplay of individual and collective human actions with the global environment. After completing this pillar, students should be able to:



- Articulate how the global environment has changed over time and continues to change
- Identify factors contributing to changes in the global environment
- Identify ways that human behavior can have a direct or indirect impact on the natural world
- Investigate conflicts caused by changing distribution of natural resources and identify possible courses of action

### **Engaged Learning Pillar 5: Service**

This pillar focuses on the ways students can develop knowledge and skills to serve their community at the local level. Courses provide opportunities for students to think creatively and critically about the issues local communities face. After completing this pillar, students should be able to:

- Identify the communities to which they belong
- Describe relationships among living things and how those relationships shape communities
- Articulate community engagement as an intellectual activity
- Identify areas of need in the local community, and articulate strategies to address them

### **Engaged Learning Pillar 6: Contribution**

This pillar focuses on the ways students can use their knowledge and creativity to contribute to the global community. Courses include a historical perspective, but the focus is on the students' place within a contemporary global context. After completing this pillar, students should be able to:

- Articulate the contributions of many different cultures to the global community
- Identify problems facing the global community and articulate strategies to address them
- Identify the responsibilities of different actors and institutions in relation to each other and the contribution being made
- Apply inquiry-based methods of learning to address problems of global magnitude

Choose from the following courses:

| Integrated Knowledge Pillars |   |   |   |
|------------------------------|---|---|---|
|                              | Integrity   | Respect   | Scholarship   |
| <b>Arts</b>                  | ART 101<br>DNC 100<br>THE 156<br>THE 355                          | AAS/THE 210<br>ART 280<br>DNC 103   | ART 180<br>ART 281<br>MUS 120<br>MUS 230<br>MUS 331<br>THE 100                          |
| <b>Humanities</b>            | COM 285<br>ENG 220<br>ENG 222                                     | CHI 201<br>COM 290<br>ENG 232<br>HIS 303<br>SPA 201/202<br>SPA 260<br>AAS/SPA 350 | ENG/COM 289<br>ENG 226<br>ENG 238<br>HIS 210<br>HIS 211<br>IS 200<br>MAT 201<br>PHI 205 |
| <b>Behavioral Science</b>    | CRIM/SOC 200<br>CRIM 355<br>PSY/EDU 200<br>PSY/EDU 201<br>SOC 307 | PE 120<br>PE 215<br>SOC 205<br>AAS/SOC 302  | EDU 102<br>PSY 101<br>PSY 321<br>SOC 101  |
| <b>Science</b>               | BIO/ES 103  | BIO 101/101L<br>BIO 110/110L ***  | CHE 101/101L<br>PHY 201/201L<br>PHY 203/203L  |

\*\*\* Biology majors only

| Engaged Learning Pillars  |                               |  |  |
|---------------------------|-------------------------------|--|--|
|                           | Sustainability                | Service                                  | Contribution*  |
| <b>Arts</b>               |                               | THE 150                                  | DNC 240<br>MUS 235<br>THE 101                                      |
| <b>Humanities</b>         | COM 260<br>ENG 228<br>ENG 240 | ENG 224<br>ENG 236<br>HIS 201<br>HIS 202 | CHI 135<br>COM 305<br>ENG 230<br>ENG 234<br>HIS 255<br>HIS/POL 421 |
| <b>Behavioral Science</b> | BA 222<br>PE 322<br>SOC 340   | BA 223<br>SOC 102                        | BA 210<br>BM 220<br>SOC 312  |
| <b>Science</b>            | BIO/ES 103<br>BIO/ES 360      | BIO 102/102L                             | PHY 101/101L   |

\*One course completed during a study abroad may apply towards this Pillar.

### **Liberal Arts Credit for Study Abroad / Study Away Course Work**

Students receiving academic credit for a course completed during a study abroad or study away experience will complete the appropriate forms prior to departure from the college.

### **Transfer Courses for General Education**

Pillar placement for transfer courses will be evaluated by the Office of Academic Affairs and corresponding departments. Transfer students may elect to complete the Covenant Pillars general education requirements, or may design a custom course of study as specified below.

### **Pillars Customized Course of Study for Transfer Students**

For this option, students can design a custom course of study to fulfill the Pillars portion of the General Education Requirement. As a part of the transfer appeal process, students must submit a Custom Course of Study proposal for approval prior to enrolling in the Capital course. Students need to adhere to the following guidelines:

- Students must complete 6 general education courses. Only one course may count towards a major.
- These 6 courses may be any combination of approved transfer credits and of Pillar General Education courses at Coker College
- Of the 6 courses, at least one course must be from each knowledge area: Arts, Behavioral Science, Humanities, and Science.
- Upon completion of at least 5 of these 6 courses, students must successfully complete a Capital designated course.

### **Academic Major Requirements**

A student must complete at least one academic major as described in this catalog, or as arranged under the interdisciplinary studies major. A student may also elect to complete a secondary major if desired. If a student completes more than one major, he or she will be awarded one degree, as appropriate for the primary major. However, all completed majors will be indicated on the student's academic transcript. A declaration of major should be on file in the Office of Academic Records before the completion of the first semester of the student's junior year.

A major is comprised of a minimum of 30 semester hours within a single program area and may include additional hours in other areas. All majors are approved by the Coker College Faculty Senate. Please consult the Course Offerings section for specific requirements for each major. A minimum number of semester hours for the major must be taken at Coker. As a requirement for graduation, a student must have earned the minimum grade point average on all courses within the major unless otherwise noted in the description of the specific major.

Only one course which satisfies the primary major requirements may be applied towards the General Education Program requirements. Requirements for a second major may be filled by courses taken to meet General Education requirements. A course may not be applied toward the requirements of more than one major. Available majors are listed in the Academic Programs section.

### **Declaration of Major, Minor, Concentration, or Specialization**

A student may declare a major any time after they become a student. The **Declare or Change Major, Minor, Concentration or Specialization** form is available in Students Forms on WebAdvisor. It is a Veteran's Administration requirement that students receiving VA benefits must declare their academic major during their first year of enrollment at Coker College.

### **Individualized Major**

The individualized major is defined as a major planned cooperatively by faculty and a student, in consultation with the Office of Academic Affairs. The student must understand and consent to the terms of an individual major agreement before the program is begun. The major will be reviewed by the Curriculum Committee prior to completion of the last 45 hours of the student's degree program. The Committee may recommend changes to the Office of Academic Affairs. At the end of the first semester

and at the end of each academic year, the involved faculty members shall evaluate the program, reviewing the nature of the student's commitment and the level of achievement. If the major program is not fulfilling its stated purpose, it will be terminated.

### **Minor**

A minor is a structured program consisting of at least 18 semester hours with a minimum of six semester hours of upper division courses. A minimum of six semester hours of the minor must be taken at Coker. Courses counted as minor requirements may count toward the student's General Education Program requirements.

Courses to be counted as minor requirements may not also count as toward the requirements for any additional major or minor. Completion of a minor program will be indicated on the student's permanent academic record. To be so recorded, an advisor from the department offering the minor must verify the minor program. Minor programs are listed in the Academic Programs section.

### **Specialization**

A specialization is a structured program consisting of at least 12 semester hours with a minimum of six semester hours of upper division courses. A minimum of six semester hours of the specialization must be taken at Coker. A specialization may not be required for graduation. Courses counted as specialization requirements may count toward the student's General Education Program requirements. Courses to be counted as specialization requirements may also count as major or minor requirements. Completion of a specialization will be indicated on the student's permanent academic record. To be so recorded, an advisor from the department offering the specialization must verify the specialization program. A listing of specializations can be found in the Academic Programs section.

### **Electives**

Students who need additional hours to meet the minimum semester hours required for graduation may elect to complete the specific requirements to earn additional majors, minors and/or specializations, or may choose courses of personal interest. When considering whether to pursue program additions, students are encouraged to consider what disciplines might best complement their primary major and what areas they find interesting.

### **Program Evaluations**

Program evaluations, also known as degree audits, are electronic checklists that outline a student's degree requirements and how his or her courses can be applied to those requirements. Program evaluations are available in Student Planning for all students. Initially, a student's program evaluation may show only the General Education Program requirements. Once officially declared, the requirements for the student's chosen majors, minors, and/or specializations are also available. While program evaluations contain information similar to a transcript, such as grades and hours earned, they are not an official record and should be used only as a planning guide. Students should pay close attention to informational notes on the program evaluation, as well as to the course checklist. Information regarding how to read a program evaluation is also available online.

## UNDERGRADUATE ACADEMIC PROGRAMS

This section contains descriptions of the requirements for each academic major, minor and specialization offered at Coker College, listed alphabetically by discipline. Each major, minor and specialization program has a designated Program Coordinator.

|                           |                                 |
|---------------------------|---------------------------------|
| African American Studies  | Danny Malone                    |
| Art                       | Nate Gullede                    |
| Biology                   | M. Valeria Avanzato             |
| Business Administration   | Melinda Norris                  |
| Business Management       | Stephanie Weiss                 |
| Chemistry                 | John Hauptfleisch               |
| Communication             | Brian Heslop                    |
| Computer Science          | Ze Zhang                        |
| Criminology               | Michael Siegfried               |
| Dance                     | Angela Gallo                    |
| Education                 |                                 |
| Art                       | Jean Grosser                    |
| Biology                   | Joseph Flaherty                 |
| Dance                     | Meredith Sims                   |
| Early Childhood           | Lisa Stockdale                  |
| Elementary                | Gwyn Senokossoff                |
| English                   | Margaret Godbey                 |
| Mathematics               | Rachel Manspeaker               |
| Music                     | Graham Wood                     |
| Physical Education        | Suzanne Parker                  |
| English                   | Andrea Coldwell                 |
| First-Year Writing        | Margaret Godbey                 |
| Environmental Studies     | Jennifer Borgo Raia             |
| Foreign Language          | John M. Williams, III           |
| Forensic Studies          | Todd Couch                      |
| History                   | Kevin Kenyon                    |
| Honors Program            | Jennifer Borgo Raia             |
| Interdisciplinary Studies | Julia Klimek                    |
| International Studies     | Tracy Parkinson                 |
| Latin American Studies    | John M. Williams, III           |
| Mathematics               | Paul Dostert                    |
| Medical Technology        | Paula Bailey                    |
| Music                     | Graham Wood                     |
| Musical Theater           | Graham Wood                     |
| Physical Education        | Suzanne Parker                  |
| Political Science         | Mal Hyman                       |
| Pre-Law                   |                                 |
| Psychology                | Julia Fisher                    |
| Sociology                 | Todd Couch                      |
| Theatre                   | Andrew Schwartz and Joshua Webb |
| Vocal Studies             | Jerron Jorgenson                |

## African American Studies

Assistant Professor Danny Malone, *Coordinator of the African American Studies specialization*

A specialization in African American Studies requires 12 semester hours. This specialization is open to students majoring in any field. Nine semester hours may be selected from courses listed below, from approved special topics courses, or from approved contract courses (the AAS coordinator will have a list of appropriate contract courses currently available to students.) No more than six semester hours may be taken from the same cross-referenced discipline. AAS 200 is required to complete the specialization. Students may use designated AAS courses to simultaneously satisfy requirements in their major/minor/general education and the specialization.

| African American Studies Specialization Requirements |   | SH        |
|--|---|-----------|
| AAS 200  | Introduction to African American Studies                              | 3         |
| <i>Nine additional semester hours from:</i>          |   | 9         |
| AAS/THE 210  | African American Theatre  |           |
| AAS/COM 295  | African American Rhetoric   |           |
| AAS/DNC 245  | World Dance (1SH)   |           |
| AAS/SOC 302  | Intergroup Relations  |           |
| AAS/SOC 303  | The Sociology of W.E.B. Du Bois                                       |           |
| AAS/SOC 441  | Race, Racism, and American Law  |           |
| AAS/HIS 322  | The African American Experience                                       |           |
| AAS/SPA 350  | Afro-Hispanic Literature and Culture                                  |           |
| AAS 410  | Directed Readings/Research/Investigations in African American Studies |           |
| <b>Total</b>   |   | <b>12</b> |

## Art

Professor Jean Grosser, *The James Wayne Lemke Chair in College Service and Leadership, Coordinator of the Art Education major*

Assistant Professor Nate Gullede, *Chair of the Department of Art, Coordinator of the Art major*

Assistant Professor Alyssa Reiser Prince

The mission of the art department is to teach students to think analytically and to use art to express their ideas and demonstrate competencies in their major concentration. We teach students to communicate visually, orally and in writing. Our mission is an essential component of the liberal arts. Students meld ideas from diverse areas of academe with their search for personal expression in their art production.

Students who are engaged in art making as an extension of their total development are prepared for graduate study and multiple careers in the arts.

## Art Major/Bachelor of Art (B.A.)

B.A. students majoring in art choose one of four concentrations: fine arts, graphic design, photography, or art education. Each concentration requires 48 semester hours and includes the following courses: ART 101, 102, 105, 109, 205, 280, 281, and two additional courses in art history at the 300 level. All courses counting toward a major in art must be completed with a minimum grade of C.

Coker College is accredited by the National Association of Colleges of Art and Design (NASAD).

| Art Major/Bachelor of Art (B.A.) Requirements |                            | SH        |
|---|----------------------------|-----------|
| Art Major/Bachelor of Art (B.A.) Core         |                            |           |
| ART 101                                       | Two-Dimensional Design     | 3         |
| ART 102                                       | Three- Dimensional Design  | 3         |
| ART 105                                       | Drawing I: Basic Drawing   | 3         |
| ART 109                                       | Typography I               | 3         |
| ART 205                                       | Drawing II: Figure Drawing | 3         |
| ART 280                                       | Art History Survey I       | 3         |
| ART 281                                       | Art History Survey II      | 3         |
| Two 300-level art history courses             |                            | 6         |
| One Required Art concentration                |                            | 21        |
| <b>Total</b>                                  |                            | <b>48</b> |

### Fine Arts Concentration

Students develop a broad understanding of a variety of two and three dimensional media and methods, while focusing on a particular area of interest. This concentration prepares students for careers in the arts and art related fields through general study in the arts. In addition, this concentration can be combined with other areas of interest within the liberal arts setting. Students concentrating in Fine Arts may also continue their studies on an advanced level in graduate school.

| Fine Arts Concentration Requirements  |                                   | SH        |
|---|-----------------------------------|-----------|
| ART 305   | Drawing III: Exploring the Figure | 3         |
| Four art studio courses (drawing, painting, sculpture, ceramics, photography) <i>at least one studio course must be the 300-level or above.</i> |                                   | 12        |
| ART 470   | Fine Art Senior Studio I          | 3         |
| ART 475   | Fine Art Senior Studio II         | 3         |
| <b>Total</b>  |                                   | <b>21</b> |

### Graphic Design Concentration

Students develop a broad understanding of the ever-changing discipline of graphic design. Students have an opportunity to explore the fundamentals of typography, branding, package design, web design, and user-experience design. This concentration can be combined with other areas of interest within the liberal arts setting. A concentration in Graphic Design prepares students for careers in most forms of graphic design (web and print) as well as advanced study in graduate school.

| Graphic Design/Bachelor of Arts (B.A.) Requirements  |                                 | SH        |
|--|---------------------------------|-----------|
| ART 130  | Basic Photography               | 3         |
| ART 210  | Graphic Design I                | 3         |
| ART 275  | Interaction Design I            | 3         |
| Two art studio courses (typography, graphic design, interaction design, drawing, painting, photography) <i>at least one studio course must be at the 300-level or above.</i> |                                 | 6         |
| ART 410  | Graphic Design Senior Studio I  | 3         |
| ART 415  | Graphic Design Senior Studio II | 3         |
| <b>Total</b>   |                                 | <b>21</b> |

### Art Education Concentration

A concentration in art education consists of fine arts courses and professional education courses as set forth in The Coker College Teacher Education Guide. Students are prepared to become highly qualified professional educators who have the potential to be successful in the region, state and nation. Our mission is to prepare well-educated art teachers with sound foundation in art content knowledge, the liberal arts and professional education. Coker College's Art Education Program is accredited by the National Association of Schools of Art and Design (NASAD). **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

### Photography Concentration

The program in Photography combines a selection of courses in the studio arts with a concentration in the art and techniques of photography. The Photography concentration prepares student for careers as commercial or studio photographers as well as for further growth and study in graduate school.

| Photography/Bachelor of Arts (B.A.) Requirements   |                           | SH        |
|--|---------------------------|-----------|
| ART 130  | Basic Photography         | 3         |
| ART 230  | Photography II            | 3         |
| ART 330  | Photography III           | 3         |
| Two art studio courses ( <i>at least one studio course must be at the 300-level or above</i> ) |                           | 6         |
| ART 430  | Photography Senior Studio | 3         |
| ART 435  | Photography Senior Studio | 3         |
| <b>Total</b>   |                           | <b>21</b> |

### Art Minor Requirements

The minor in art requires the successful completion (C or better) of 18 semester hours including ART 101, 105, and a course in art history. Six of the 18 hours must be at the 300 level.

| Art Minor Requirements   |                        | SH        |
|--------------------------|------------------------|-----------|
| ART 101                  | Two-Dimensional Design | 3         |
| ART 105                  | Basic Drawing          | 3         |
| Art History (one course) |                        | 3         |
| ART electives            |                        | 9         |
| <b>Total</b>             |                        | <b>18</b> |

### Studio Courses and Prerequisites

Studio courses require a minimum of three hours of work each week outside of class for each hour of credit. Specific prerequisites are listed under each course.

### Art Department Sophomore Review

All students majoring in Art are required to successfully pass the Sophomore Review. The capacity for creative, conceptual and technical development, and most importantly for self-direction should be apparent by the end of the sophomore year. The Sophomore Review is intended to provide students with a faculty assessment of their potential for success in the intended area of study early enough to allow them to make a program change should that be advisable. In addition to a portfolio review, the student's overall academic record will be evaluated for quality and seriousness of purpose. A history of excessive



absences, significant lack of participation, withdrawals, or incompletes may result in failure of the Sophomore Review and dismissal from the major.

### **Art Department Portfolio**

At least five works from each art studio course must be retained in presentation condition for the duration of each student's college career. These works should demonstrate creativity as well as technical and conceptual mastery.

Written work in the portfolio shall demonstrate skills in information access and management, critical thinking skills and the ability to effectively communicate ideas. Portfolios must always be available and will be subject to periodic review for personal and program assessment.

### **Biology**

Professor Paula Bailey, *Coordinator of the Medical Technology major*

Professor Joseph Flaherty, *Coordinator of the Biology Education major*

Associate Professor M. Valeria Avanzato, *Coordinator of the Biology major*

Associate Professor Jennifer Borgo Raia, *Chair of the Department of Science and Mathematics, Director of the Honors Program*

A major in biology is the stepping stone to many careers. Some of the careers that Coker College graduates in biology have gone on to are: medical doctor (including psychiatrist, pediatrician, neurologist and medical school professor), high school biology teacher, laboratory technician, pharmacist, medical technologist, dentist, marine mammal researcher, animal behaviorist, environmental education program director, fisheries biologist, nurse, physician's assistant, ophthalmologist, pharmaceuticals sales representative, respiratory therapist, quality control laboratory supervisor, physical therapist and biostatistician.

Although some careers can be pursued without graduate training, most careers in biology require advanced training after the bachelor's degree. A major in biology is suitable preparation for medical, dental, veterinary, and pharmacy school, as well as for most other allied health professional training and for graduate training in other fields of biology. The biology faculty work with students to help them choose professional goals that are most appropriate for their interests and talents and to select the courses and internships that will best prepare them for their professional goals.

### **Biology Major Requirements**

Required courses for the biology major are listed below. BIO 101, 102, 101L, 102L and 2 to 4 semester hours in biology course(s) approved by the biology faculty may be substituted for BIO 110, 110L and 111. MAT 223 or any upper level course in computer science may be used to meet up to 4 of the required 21 semester hours of upper level biology.

Also required for the biology major is a minimum of 12 semester hours in chemistry and 3 semester hours in statistics, MAT 203. The faculty strongly recommends that all students majoring in biology also include among their elective courses calculus and PHY 203 and 204.

In addition, biology majors must participate (45 hours minimum) in an approved internship (with or without academic credit), directed research project or independent research project, as well as present an acceptable public seminar on biological research in their junior or senior year. Biology faculty must approve all internships or physician-shadowing proposals.

| <b>Biology Major Requirements</b>             |  | <b>SH</b> |
|---|--|-----------|
| MAT 203                                       | Elementary Statistics                                      | 3         |
| <b>BIOLOGY MAJOR CORE</b>                     |  |           |
| BIO 110/110L                                  | Core Principles of Cell & Molecular Biology and Laboratory | 4         |
| BIO 111                                       | Core Principles of Organismal Biology                      | 4         |
| BIO 210                                       | Core Principles of Ecology and Evolution                   | 4         |
| BIO 211                                       | Core Principles of Genetics                                | 4         |
| BIO 391                                       | Biology Seminar I  | 1         |
| BIO 392                                       | Biology Seminar II   | 1         |
| BIO 491                                       | Biology Seminar III  | 1         |
| <b>BIOLOGY ELECTIVES (200-level or above)</b> |  | <b>21</b> |
| <b>CHEMISTRY COURSES</b>                      |  |           |
| CHE 101/101L                                  | General Chemistry I and General Chemistry I Laboratory     | 4         |
| CHE 102/102L                                  | General Chemistry II and General Chemistry II Laboratory   | 4         |
| CHE 351/351L                                  | Organic Chemistry I and Organic Chemistry I Laboratory     | 4         |
| CHE 352/352L                                  | Organic Chemistry II and Organic Chemistry II Laboratory   | 4         |
| <b>Total</b>                                  |  | <b>59</b> |

### **Ecology Concentration**

A concentration in ecology is intended for students interested in studying the interactions among organisms and the abiotic environments around them. The course work helps prepare students for graduate programs at research-intensive institutions and introduces students to field techniques in ecological studies. In addition to completing the following biology elective courses, the student's required internship must be conducted in the field of ecology.

| <b>Ecology Concentration Requirements</b> |  | <b>SH</b>    |
|---|--|--------------|
| <i>Four courses from:</i>                 |  | <b>15-16</b> |
| BIO 325                                   | Invertebrate Zoology                   |              |
| BIO 350                                   | Plant Science                          |              |
| BIO 360                                   | Applied Ecology: The Human Predicament |              |
| BIO 370                                   | Behavioral Ecology                     |              |
| BIO 426                                   | Natural History of Vertebrates         |              |
|   |  |              |
| BIO 490                                   | Research in Biology                    | 2            |
| <b>Total</b>                              |  | <b>17-18</b> |

### **Molecular Biology Concentration**

A concentration in molecular biology is intended for those students who wish to study the molecular basis of gene function and the role of macromolecules in cellular processes. This concentration will help prepare students for a multitude of graduate programs including, but not limited to, genetics, genomics, bioinformatics, and evolution. Students pursuing this concentration must complete two of the following biology elective courses. Additionally, students must participate on a research project spanning at least

two semesters (may include summer) and write a thesis based on their research project. The internship required for the major must be conducted in a molecular biology-related field.

| Molecular Biology Concentration Requirements |                              | SH       |
|--|------------------------------|----------|
| <i>Two Courses From:</i>                     |                              | 6        |
| BIO 311                                      | Cell Biology and Genomics    |          |
| BIO 411                                      | Advanced Molecular Genetics  |          |
| BIO 461                                      | Introduction to Biochemistry |          |
| <b>Total</b>                                 |                              | <b>6</b> |

### Pre-Medical Concentration

The pre-medical concentration is designed for students wishing to attend medical school or other allied health professional schools after receiving their bachelor's degree. Although medical schools generally accept students with degrees in a variety of majors, all those students must have taken certain prerequisite courses. These courses prepare the student to take the Medical College Admission Test (MCAT) and to maximize chances for success in medical school. Coker College's pre-medical concentration includes those courses that are generally required of all medical schools to ensure that general prerequisites are met and the student is well prepared for the MCAT. This concentration requires the completion of the following biology elective courses: BIO 227 or BIO 327, BIO 328, BIO 330, BIO 461, PHY 203, PHY 203L, PHY 204, PHY 204L. Students must also participate in a shadowing program with a physician or appropriate medical professional.

All Coker students are required to complete the General Education Program as described previously in the Academic Catalog. The Pre-Medical Concentration requires the student to take specific classes to fulfill a portion of those requirements.

| General Education Requirements for the Pre-Medical Concentration |                           | SH |
|--|---------------------------|----|
| MAT 210  | Precalculus               | 3  |
| MAT 222  | Calculus I                | 4  |
| PSY 101  | General Psychology        | 3  |
| SOC 101  | Introduction to Sociology | 3  |

The concentration requires the completion of the following elective biology and physics courses:

| Pre-Medical Concentration Requirements            |  | SH        |
|---|--|-----------|
| BIO 227 or BIO 327                                | Human Anatomy & Physiology of Motion Systems and Respiration or Human Anatomy & Physiology I | 4         |
| BIO 328   | Human Anatomy and Physiology II  | 4         |
| BIO 330   | Microbiology   | 4         |
| BIO 461   | Introduction to Biochemistry   | 3         |
| Additional Biology (electives 200-level or above) |  | 6         |
| PHY 203/203L                                      | Calculus Physics I and Calculus Physics I Laboratory   | 4         |
| PHY 204/204L                                      | Calculus Physics II and Calculus Physics II Laboratory                                       | 4         |
| <b>Total</b>                                      |  | <b>29</b> |

### **Biology Education**

A major in biology education includes all of the requirements for a major in biology, and additional courses in education and other disciplines, as described in The Coker College Teacher Education Guide. **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

### **Biology Minor**

The minor in biology requires a minimum of 18 semester hours in biology, which must include BIO 210 or 211 and a minimum of 6 semester hours of upper division courses.

| <b>Biology Minor Requirements</b>                  |  | <b>SH</b> |
|--|--|-----------|
| BIO 210  | Core Principles of Ecology and Evolution | 4         |
| or   |  |           |
| BIO 211  | Core Principles of Genetics              |           |
| Upper Level Biology Electives (300 level or above) |  | 6         |
| Biology Electives (any level)                      |  | 8         |
| <b>Total</b>                                       |  | <b>18</b> |

### **Business**

Professor Darrell Holliday

Professor Robert Wyatt, *President of the College*

Associate Professor Melinda Norris, *Chair of the Department of Business, Coordinator of the Management and Leadership Graduate Program, Coordinator of the Business Administration major*

Associate Professor Joseph Stevano

Assistant Professor Andrew Burkemper, *Director of the Center for Leadership and Entrepreneurship*

Assistant Professor Eric Litton

Assistant Professor James Wacker

Assistant Professor Stephanie Weiss, *Coordinator of the Business Management major*

Special Lecturer Dennis Burke

Special Lecturer Darryl Kelly

The Department of Business at Coker College recognizes that the rapidly changing character of the American and international business environment necessitates both present and future decision-making capabilities. Businesses must be creative and innovative, while understanding the successes and failures of the past. Coker College's strong liberal arts component provides students with a foundation from which to evaluate the business firm's ethical, social and moral responsibilities as they develop a personal philosophy of business that is global and entrepreneurial.

### **Statement of Mission**

The mission of the Department of Business is to provide an academically challenging learning experience that develops communication and critical thinking skills in all areas of business.

### **Statement of Vision**

The Department of Business functions to support the mission of Coker College by providing undergraduate professional training in the business disciplines to a diverse student population. It enhances the scope of the college by applying learning, communication and analytical skills fostered by the liberal arts to the practice of business activities in the domestic and worldwide arenas.

### Statement of Values

Graduates with degrees provided through the Department of Business are adequately prepared to compete with their peers from comparable colleges and universities. The department accomplishes this by:

Providing a dynamic, broad-based curriculum, grounded in theory and enhanced by classroom application and real-world experience;

Providing experience in using both qualitative and quantitative methods, encouraging critical thinking;

Providing opportunity to augment analytical ability by developing communication skills;

Providing maximum student accessibility to experienced and well-qualified faculty members who have a genuine and personal concern for each student

The program in business includes a Bachelor of Arts degree (with a business administration major with concentrations in economics, entrepreneurship, management, marketing, and sport management) and a minor in business administration, economics, entrepreneurship, management, marketing, and sport management. Adult Degree Program students may complete a Bachelor of Science degree in business management or a minor in business management; these programs are also administered by the Department of Business but is discussed in the Business Management section of the *Academic Catalog*. The major in business administration is concerned with most aspects of business administration. The minors in business allows students not majoring in business to supplement their major with an understanding of business concepts.

### Official Admission to Program

Official admission to the Bachelor of Arts or Minors is required to enroll in any upper-division course (300-level or above). To be admitted to the major or minor, a student must:

- Be officially admitted to Coker College.
- Complete an official declaration of major form indicating the major that the student intends to pursue.
- Have completed at least 42 semester hours of college level credit, including a minimum of 12 semester hours at Coker College.
- Have a cumulative grade point average of at least 2.25 in all Coker College coursework.
- Have completed all of the following preparatory courses (or their transfer equivalents) with a minimum grade of 2.0 in each of the following courses if a major:

|         |   |
|---------|---|
| BA 101  | Introduction to Business                        |
| BA 212  | Financial Accounting                            |
| BA 213  | Managerial Accounting                           |
| BA 222  | Principles of Economics: Macroeconomic Concepts |
| BA 223  | Principles of Economics: Microeconomic Concepts |
| MAT 203 | Elementary Statistics                           |

- Have completed all of the following preparatory courses (or their transfer equivalents) with a minimum grade of 2.0 in each of the following courses if a minor:

|         |   |
|---------|---|
| BA 101  | Introduction to Business                        |
| BA 212  | Financial Accounting                            |
| BA 222  | Principles of Economics: Macroeconomic Concepts |
| MAT 203 | Elementary Statistics                           |

Students who must enroll in a Coker College Department of Business 300- or 400-level offering to fulfill requirements of a different program are exempt from this admission policy provided they have completed all other specific prerequisites for the course. Students who do not have to fulfill program requirements and wish to enroll in a Coker College Department of Business 300- or 400-level offering as a free elective course must obtain permission of the Chair of the Department of Business.

### **Business Administration Major**

Business administration majors develop a solid foundation in the business disciplines and acquire academic and social capabilities necessary for successful careers. The professional specializations in marketing, management, and sport management build on this base using casework, presentations, and simulations which involve both individual and collaborative activities.

The business administration major prepares students for general administrative positions. Students are required to complete 30 semester hours of the business core. In addition, the major requires completion of twelve semester hours chosen from upper level (300-400 level) elective business courses. Majors have the option to choose one of their elective courses from: COM 332 or COM 365, CRIM 355, ENG 371, SPA 230, MAT 222, PE 344, PSY 311, and SOC 311. A minimum of 18 semester hours in the 42-hour major must be taken at Coker College. A student must obtain a grade point average of at least 2.0 for all courses taken in the major.

Up to six semester hours of internship (BA 445 and 446) in a business environment can be elected in the Business Administration major. Approval of the Chair of the Department of Business is required prior to registration for these courses.

Business courses assume that students will be competent in the use of automated word processing and electronic spreadsheets. Students who need to learn these skills may choose BA 200 Business Applications Software as an elective course.

| <b>Business Administration Major Requirements</b> |                               | <b>SH</b> |
|---|-------------------------------|-----------|
| <b>BUSINESS ADMINISTRATION CORE</b>               |                               |           |
| BA 101  | Introduction to Business      | 3         |
| BA 212  | Financial Accounting          | 3         |
| BA 213  | Managerial Accounting         | 3         |
| BA 222  | Macroeconomic Concepts        | 3         |
| BA 223  | Microeconomic Concepts        | 3         |
| BA 320  | Financial Management          | 3         |
| BA 330  | Principles of Marketing       | 3         |
| BA 340  | Principles of Management      | 3         |
| BA 341  | Legal Environment in Business | 3         |
| BA 443  | Strategy Form/Implementation  | 3         |
| <b>BUSINESS ADMINISTRATION ELECTIVES</b>          |                               | <b>12</b> |
| <b>Total</b>                                      |                               | <b>42</b> |

### **Economics Concentration**

Economics involves acquiring the analytical tools necessary to predict and explain both a) the behavior of the decision-making units (consumers, firms, government) in the economy, and b) the determination and evolution of economic variables (prices, national output, investment, etc).

These skills are very useful in the areas of business, government, and law. The business administration major with a concentration in economics requires the thirty semester hour business core and the completion of twelve semester hours chosen from the following courses.

| <b>Economics Concentration Requirements</b> |                                    | <b>SH</b> |
|---|------------------------------------|-----------|
| BUSINESS ADMINISTRATION CORE                |                                    | 30        |
| ECONOMICS CONCENTRATION CORE                |                                    |           |
| BA 322                                      | Intermediate Macroeconomics        | 3         |
| BA 323                                      | Intermediate Microeconomics        | 3         |
| BA 345                                      | International Business             | 3         |
| <i>Six Semester Hours From:</i>             |                                    | 6         |
| BA 333                                      | Consumer Behavior                  |           |
| BA 335                                      | United States Business History     |           |
| BA 344                                      | Managing Production/Operations     |           |
| BA 360                                      | Economics of the Public Sector     |           |
| <i>Three Semester Hours From:</i>           |                                    | 3         |
| BA 354                                      | Internship in Economics            |           |
| BA 460                                      | Study Away: Economics              |           |
| BA 450                                      | Experiential Learning in Economics |           |
| <b>Total</b>                                |                                    | <b>48</b> |

### **Entrepreneurship Concentration**

Entrepreneurship is the process of identifying opportunities, rallying resources, and bringing together a strong team to create value for new ventures as well as established organizations. The business administration major with a concentration in entrepreneurship requires the thirty semester hour business core and the completion of eighteen semester hours from the following entrepreneurship courses.

| <b>Entrepreneurship Concentration Requirements</b> |   | <b>SH</b> |
|--|---|-----------|
| BUSINESS ADMINISTRATION CORE                       |   | 30        |
| ENTREPRENEURSHIP CONCENTRATION CORE                |   |           |
| BA 210   | Foundations of Entrepreneurship           | 3         |
| BA 350   | Creating and Launching the Venture        | 3         |
| BA 442   | Managing and Growing the Venture          | 3         |
| <i>Six Semester Hours From:</i>                    |   | 6         |
| BA 351   | Entrepreneurship Across Contexts          |           |
| BA 352   | Creativity and Innovation                 |           |
| BA 353   | Entrepreneurial Marketing                 |           |
| BA 441   | Entrepreneurial Finance                   |           |
| <i>Three Semester Hours From:</i>                  |   | 3         |
| BA 347   | Internship in Entrepreneurship            |           |
| BA 453   | Study Away: Entrepreneurship              |           |
| BA 454   | Experiential Learning in Entrepreneurship |           |
| <b>Total</b>                                       |   | <b>48</b> |

### Management Concentration

Management as a field of study is most often associated with business. Its subject matter can also be applied to a broad range of additional settings from the management of one's own personal resources to those of nonprofit, governmental, educational, and health care organizations.

Management study is recommended for those individuals who desire the knowledge and skill to influence others and develop business processes that can be effectively applied in a broad range of group, organizational and social settings. Students of management are trained to be decision- makers, problem solvers and leaders.

The business administration major with a management concentration requires the thirty semester hour business core and the completion of eighteen semester hours chosen from the following upper level (300-400 level) elective management courses.

| Management Concentration Requirements |                                     | SH |
|---------------------------------------|-------------------------------------|----|
| BUSINESS ADMINISTRATION CORE          |                                     | 30 |
| MANAGEMENT CONCENTRATION CORE         |                                     |    |
| BA 342                                | Management of Human Resources       | 3  |
| BA 349                                | Leadership                          | 3  |
| BA 447                                | Business Ethics                     | 3  |
| Six Semester Hours From:              |                                     | 6  |
| BA 311                                | Organizational Behavior             |    |
| BA 344                                | Managing Production/Operations      |    |
| BA 371                                | Sports Management                   |    |
| Three Semester Hours From:            |                                     | 3  |
| BA 343                                | Internship in Management            |    |
| BA 448                                | Study Away: Management              |    |
| BA 449                                | Experiential Learning in Management |    |
| Total                                 |                                     | 48 |

### Marketing Concentration

Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives. The marketing field offers a variety of interesting and challenging career opportunities such as personal selling, advertising, packaging, transport, storage, market research, distribution, product development, wholesaling, and retailing.

The business administration major with a concentration in marketing requires the thirty semester hour business core and the completion of eighteen semester hours chosen from the following upper level (300-400 level) elective marketing courses.

| Marketing Concentration Requirements |  | SH |
|--------------------------------------|--|----|
| BUSINESS ADMINISTRATION CORE         |  | 30 |
| MARKETING CONCENTRATION CORE         |  |    |
| BA 332                               | Advertising/Sales Promotion Management | 3  |
| BA 425                               | Marketing Research                     | 3  |



|                                   |                                    |           |
|-----------------------------------|------------------------------------|-----------|
| BA 444                            | Marketing Management               | 3         |
| <i>Six Semester Hours From:</i>   |                                    | 6         |
| BA 321                            | E-Commerce                         |           |
| BA 333                            | Consumer Behavior                  |           |
| BA 352                            | Creativity and Innovation          |           |
| BA 353                            | Entrepreneurial Marketing          |           |
| BA 372                            | Sports Marketing                   |           |
| BA 432                            | Customer Relationship Management   |           |
| <i>Three Semester Hours From:</i> |                                    | 3         |
| BA 356                            | Internship in Marketing            |           |
| BA 451                            | Study Away: Marketing              |           |
| BA 452                            | Experiential Learning in Marketing |           |
| <b>Total</b>                      |                                    | <b>48</b> |

### **Sport Management Concentration**

The undergraduate sport management specialization offers professional preparation in the application of business principles to the sport industry. Students will complete a degree program that includes courses in various aspects of business while sport management courses will focus on the business aspects of sport. The management curriculum spans a broad array of industry- related concentrations and is designed with the sport management professional in mind. The curriculum was formulated from interdisciplinary studies such as law, finance, marketing, public relations, and organizational leadership as they pertain to sport.

The business administration major with a sport management concentration requires the thirty semester hour business core and the completion of eighteen semester hours chosen from the following physical education and upper level (300-400 level) elective business administration courses.

| <b>Sport Management Concentration Requirements</b> |   | <b>SH</b> |
|--|---|-----------|
| BUSINESS ADMINISTRATION CORE                       |   | 30        |
| SPORT MANAGEMENT CONCENTRATION CORE                |   |           |
| PE 220   | Sport and Society                         | 3         |
| PE 344   | Event and Facility Management             | 3         |
| BA 371   | Sport Management                          | 3         |
| BA 372   | Sport Marketing                           | 3         |
| <i>Three Semester Hours From:</i>                  |   | 3         |
| BA 311   | Organizational Behavior                   |           |
| BA 447   | Business Ethics                           |           |
| <i>Three Semester Hours From:</i>                  |   | 3         |
| BA 348   | Internship in Sport Management            |           |
| BA 458   | Study Away: Sport Management              |           |
| BA 459   | Experiential Learning in Sport Management |           |
| <b>Total</b>                                       |   | <b>48</b> |

### Business Administration Minor

The minor in business administration is available to all students not already majoring in business administration. At least 12 of the 18 hours required must be taken at Coker. A student must obtain a GPA of at least 2.0 for all courses taken.

| Business Administration Minor Requirements                            |                               | SH        |
|---|-------------------------------|-----------|
| BUSINESS ADMINISTRATION CORE  |                               |           |
| BA 101  | Introduction to Business      | 3         |
| BA 212  | Financial Accounting          | 3         |
| BA 222  | Macroeconomics Concepts       | 3         |
| <i>Nine Semester Hours of Business Administration Electives From:</i> |                               | 9         |
| BA 213  | Managerial Accounting         |           |
| BA 223  | Microeconomic Concepts        |           |
| BA 320  | Financial Management          |           |
| BA 330  | Principles of Marketing       |           |
| BA 341  | Legal Environment in Business |           |
| BA 371  | Sport Management              |           |
| BA 372  | Sport Marketing               |           |
| <b>Total</b>  |                               | <b>18</b> |

### Economics Minor

A minor in economics is available to all students who are not majoring in business administration. At least 12 of the 18 hours required must be taken at Coker. A student must have an average GPA of at least 2.0 for the courses being counted towards the minor.

| Economics Minor Requirements                          |                                | SH        |
|---|--------------------------------|-----------|
| ECONOMICS CORE  |                                |           |
| BA 222  | Macroeconomic Concepts         | 3         |
| BA 223  | Microeconomic Concepts         | 3         |
| BA 322  | Intermediate Macroeconomics    | 3         |
| BA 323  | Intermediate Microeconomics    | 3         |
| <i>Six semester hours of Economic electives from:</i> |                                | 6         |
| BA 320  | Financial Management           |           |
| BA 333  | Consumer Behavior              |           |
| BA 335  | United States Business History |           |
| BA 344  | Managing Production/Operations |           |
| BA 345  | International Business         |           |
| BA 360  | Economics of the Public Sector |           |
| <b>Total</b>  |                                | <b>18</b> |

### Entrepreneurship Minor

The minor in entrepreneurship is available to all students not already majoring in business administration. At least 12 of the 18 hours required must be taken at Coker. A student must obtain a GPA of at least 2.0 for all courses taken.

| Entrepreneurship Minor Requirements                            |  | SH        |
|--|--|-----------|
| ENTREPRENEURSHIP CORE  |  |           |
| BA 210   | Foundations of Entrepreneurship        | 3         |
| BA 350   | Creating and Launching the Venture     | 3         |
| BA 442   | Managing and Growing the Venture       | 3         |
| <i>Nine semester hours of Entrepreneurship electives from:</i> |  | 9         |
| BA 303   | Personal Finance                       |           |
| BA 320   | Financial Management                   |           |
| BA 330   | Principles of Marketing                |           |
| BA 332   | Advertising/Sales Promotion Management |           |
| BA 340   | Principles of Management               |           |
| BA 341   | Legal Environment in Business          |           |
| BA 349   | Leadership                             |           |
| BA 351   | Entrepreneurship Across Contexts       |           |
| BA 352   | Creativity and Innovation              |           |
| BA 353   | Entrepreneurial Marketing              |           |
| BA 441   | Entrepreneurial Finance                |           |
| <b>Total</b>   |  | <b>18</b> |

### Management Minor

The minor in management is available to all students not already majoring in business administration. At least 12 of the 18 hours required must be taken at Coker. A student must obtain a cumulative GPA of at least 2.0 for all courses taken.

| Management Minor Requirements                              |  | SH        |
|--|--|-----------|
| MANAGEMENT CORE  |  |           |
| BA 101   | Introduction to Business               | 3         |
| BA 340   | Principles of Management               | 3         |
| <i>Twelve semester hours of Management electives from:</i> |  | 12        |
| BA 311   | Organizational Behavior                |           |
| BA 332   | Advertising/Sales Promotion Management |           |
| BA 342   | Management of Human Resources          |           |
| BA 344   | Managing Production/Operations         |           |
| BA 349   | Leadership                             |           |
| BA 371   | Sport Management                       |           |
| BA 447   | Business Ethics                        |           |
| <b>Total</b>   |  | <b>18</b> |

### Marketing Minor

The minor in marketing is available to all students not already majoring in business administration. At least 12 of the 18 hours required must be taken at Coker. A student must obtain a cumulative GPA of at least 2.0 for all courses taken.

| Marketing Minor Requirements                               |  | SH        |
|--|--|-----------|
| MARKETING CORE   |  |           |
| BA 101   | Introduction to Business               | 3         |
| BA 330   | Principles of Marketing                | 3         |
| <i>Twelve semester hours of Management electives from:</i> |  | 12        |
| BA 321   | E-Commerce                             |           |
| BA 332   | Advertising/Sales Promotion Management |           |
| BA 333   | Consumer Behavior                      |           |
| BA 352   | Creativity and Innovation              |           |
| BA 353   | Entrepreneurial Marketing              |           |
| BA 372   | Sport Marketing                        |           |
| BA 425   | Marketing Research                     |           |
| BA 432   | Customer Relationship Management       |           |
| BA 444   | Marketing management                   |           |
| <b>Total</b>   |  | <b>18</b> |

### Sport Management Minor

The minor in sport management is available to all students not already majoring in business administration. At least 12 of the 18 hours required must be taken at Coker. A student must obtain a cumulative GPA of at least 2.0 for all courses taken.

| Sport Management Minor Requirements                      |  | SH        |
|--|--|-----------|
| SPORT MANAGEMENT CORE                                    |  |           |
| BA 101   | Introduction to Business               | 3         |
| PE 220   | Sport and Society                      | 3         |
| BA 371   | Sport Management                       | 3         |
| <i>Nine semester hours of Management electives from:</i> |  | 12        |
| PE 344   | Event and Facility Management          |           |
| BA 311   | Organizational Behavior                |           |
| BA 330   | Principles of Marketing                |           |
| BA 332   | Advertising/Sales Promotion Management |           |
| BA 340   | Principles of Management               |           |
| BA 372   | Sport Marketing                        |           |
| BA 447   | Business Ethics                        |           |
| <b>Total</b>   |  | <b>18</b> |

## **Business Management**

Professor Darrell Holliday

Professor Robert Wyatt, *President of the College*

Associate Professor Melinda Norris, *Chair of the Department of Business, Coordinator of the Business Administration major*

Associate Professor Joseph Stevano

Assistant Professor Andrew Burkemper, *Director of the Center for Leadership and Entrepreneurship*

Assistant Professor Eric Litton

Assistant Professor James Wacker

Assistant Professor Stephanie Weiss, *Coordinator of the Business Management major*

Special Lecturer Dennis Burke

Special Lecturer Darryl Kelly

The Bachelor of Science in Business Management and the minor in business management are offered through the Department of Business for Adult Degree Program students. The major prepares students for management positions and general administrative positions. The minor in business management allows students not majoring in business to supplement their major with an understanding of business management concepts. Coker College's strong liberal arts component provides students with a foundation from which to evaluate a business firm's ethical, social and moral responsibilities. The business curriculum builds on that foundation to prepare students for making managerial decisions in the increasingly global and dynamic business environment.

The statements of mission, vision, and values expressed for the Business Administration major also apply for the Business Management major. These statements are expressed in the Business Administration [BA] section of the catalog. This section, therefore, focuses on the requirements for the Business Management Major.

## **Business Management Major**

To be accepted into the Business Management major, students must:

- Be officially admitted to Coker College.
- Complete an official declaration of major form indicating that the student intends to pursue the Business Management major.
- Have completed at least 42 semester hours of college level credit, including a minimum of 12 semester hours at Coker College.
- Have a cumulative grade point average of at least 2.25 in all Coker College coursework.
- Have completed all of the following preparatory courses (or their transfer equivalent) with a minimum grade of 2.0 in each:

|         |                                    |
|---------|------------------------------------|
| ENG 111 | English Composition and Rhetoric I |
| BM 210  | Survey of Accounting               |
| BM 220  | Economic Concepts                  |
| BM 230  | Survey of Marketing                |
| BM 240  | Survey of Management               |
| BM 250  | Business Law                       |
| MAT 203 | Elementary Statistic               |

Once admitted into the Business Management major, students must complete all of the following courses (or their transfer equivalents) with a cumulative grade point average of at least 2.0:

| <b>Business Management Major Requirements</b> |   | <b>SH</b> |
|---|---|-----------|
| BM 310  | Financial Statement Analysis            | 3         |
| BM 320  | Business Finance                        | 3         |
| BM 340  | Operations Management                   | 3         |
| BM 341  | Human Resources and Organizations       | 3         |
| BM 350  | Leadership and Professional Ethics      | 3         |
| BM 360  | Management Information Systems          | 3         |
| BM 361  | Applied Business Information Management | 3         |
| BM 370  | Global Business                         | 3         |
| BM 440  | Business Policies                       | 3         |
| <b>Total</b>                                  |   | <b>27</b> |

### **Business Management Minor**

The minor in business management is available to students in the Adult Degree Program who are not already majoring in business management. At least 12 or the 18 hours must be taken at Coker. A student must obtain a GPA of at least 2.0 for all courses taken.

To take upper-level business courses in the business management minor, students must be accepted into the minor. To be accepted into the business management minor, students must:

- Be officially admitted to Coker College.
- Complete an official declaration of minor form indicating the student intends to pursue the business management minor.
- Have completed at least 42 hours of college level credit.
- Have a cumulative grade point average of at least a 2.25 in all Coker college coursework.
- Have completed the three courses (or their transfer equivalent) in the business management minor core, listed in the table below, with a minimum grade of 2.0 in each course.

| <b>Business Management Minor Core</b> |                      | <b>SH</b> |
|---------------------------------------|----------------------|-----------|
| BM 210                                | Survey of Accounting | 3         |
| BM 220                                | Economic Concepts    | 3         |
| BM 240                                | Survey of Management | 3         |

Once admitted to the business management minor, students must complete three additional business management courses (or their equivalents) with a cumulative grade point average of at least a 2.0. Students may choose those courses from those listed in the business management minor electives noted below:

| <b>Business Management Minor Electives</b>               |   | <b>SH</b> |
|--|---|-----------|
| <i>Nine semester hours Business Management Electives</i> |   | 9         |
| BM 230   | Survey of Marketing                     |           |
| BM 320   | Financial Management                    |           |
| BM 340   | Operations Management                   |           |
| BM 341   | Human Resources Management              |           |
| BM 360   | Management Information Systems          |           |
| BM 361   | Applied Business Information Management |           |
| BM 370   | Global Business                         |           |

Students transferring in all of the lower-level required courses, but who have not yet earned 12 semester hours at Coker College may receive permission from the Chair of the Department of Business to take up to 12 semester hours of the 300-level requirements prior to their being admitted to the program.

Students who are not Business Management majors but wish to enroll in a 300-level Business Management course offering as a free elective must obtain permission from the Chair of the Department of Business.

### Chemistry

Associate Professor John Hauptfleisch, *Coordinator of the Chemistry major*  
Visiting Assistant Professor Sami Varjosaari

Students completing a major or minor in chemistry can look forward to a wide range of career options. Careers in chemistry include laboratory science, industrial management, government and science teaching. Many interdisciplinary careers are open to graduates with a background in chemistry. These include computer science, patent or environmental law, chemical and pharmaceutical sales, chemical information, pollution control and ecology, and technical writing. A major in chemistry with supporting work in biology is also an appropriate background for students planning careers in the health science professions.

### Chemistry Major

Required courses for the chemistry major are listed below. In addition, chemistry majors must participate in an approved internship, directed research project or independent research project in chemistry, and present an acceptable public seminar on their internship experience or chemical research in their junior or senior year. Biology majors may count CHE 102, 351, 352, 461 and their laboratories toward a double major in chemistry.

| Chemistry Major Requirements                                     |  | SH        |
|--|--|-----------|
| BIO 101 or 110   | Principles of Biology or Core Prin of Cell & Molecular Biology           | 3         |
| CHE 101/101L   | General Chemistry I and General Chemistry I Laboratory                   | 4         |
| CHE 102/102L   | General Chemistry II and General Chemistry II Laboratory                 | 4         |
| CHE 351/351L   | Organic Chemistry I and Organic Chemistry I Laboratory                   | 4         |
| CHE 352/352L   | Organic Chemistry II and Organic Chemistry II Laboratory                 | 4         |
| CHE 381  | Physical Chemistry I   | 3         |
| CHE 382/382L   | Physical Chemistry II and Physical Chemistry II Laboratory               | 4         |
| CHE 401/401L   | Analytical Chemistry and Analytical Chemistry Laboratory                 | 4         |
| CHE 402/402L   | Advanced Inorganic Chemistry and Advanced Inorganic Chemistry Laboratory | 4         |
| CHE 461  | Introduction to Biochemistry   | 3         |
| CHE 480  | Chemistry Seminar  | 1         |
| CHE 490  | Research in Chemistry  | 1         |
| MAT 210  | Precalculus  | 3         |
| MAT 222  | Calculus I   | 4         |
| MAT 223  | Calculus II  | 4         |
| PHY 203/203L   | Calculus Physics I and Calculus Physics I Laboratory                     | 4         |
| PHY 204/204L   | Calculus Physics II and Calculus Physics II Laboratory                   | 4         |
| Three semester hours of Chemistry Electives (200-level or above) |  | 3         |
| <b>Total</b>   |  | <b>61</b> |

Chemistry majors have the option to choose a concentration in pre-pharmacy. The pre-pharmacy concentration is designed for students wishing to attend pharmacy school after receiving their bachelor's degree. Although pharmacy schools generally accept students with degrees in a variety of majors, all those students must have taken certain prerequisite courses. These courses prepare the student to take the Pharmacy College Admission Test (PCAT) and to maximize chances for success in pharmacy school. Coker College's pre-pharmacy concentration includes those courses that are generally required of all pharmacy schools to ensure that general prerequisites are met and the student is well prepared for the PCAT. This concentration requires the completion of the courses listed below. Student must also participate in a shadowing program with a pharmacist or appropriate pharmacy-related professional.

All Coker students are required to complete the General Education Program as described previously in the Academic Catalog. The pre-pharmacy concentration requires the student to take specific classes to fulfill a portion of those requirements.

| General Education Requirements for the Pre-Pharmacy Concentration |                       | SH |
|---|-----------------------|----|
| MAT 203   | Elementary Statistics | 3  |
| PSY 101   | General Psychology    | 3  |
| BA 222  | Macroeconomics        | 3  |

The concentration also requires the completion of the biology courses listed below. BIO101L may be substituted for BIO110L. Furthermore, BIO102 and BIO102L may be substituted for BIO111.

| Biology courses required for the Pre-Pharmacy Concentration |  | SH        |
|---|--|-----------|
| BIO 110/110L  | Core Principles of Cell and Molecular Biology and Laboratory   | 4         |
| BIO 111   | Core Principles of Organismal Biology  | 4         |
| BIO 227<br>or<br>BIO 327                                    | Human Anatomy and Physiology of Motion systems and Respiration<br>or<br>Human Anatomy and Physiology I | 4         |
| BIO 328   | Human Anatomy and Physiology II  | 4         |
| BIO 330   | Microbiology   | 4         |
| <b>Total</b>  |  | <b>20</b> |

### Chemistry Minor

Required courses for the chemistry minor are listed below. Biology majors may count CHE 102, 351, 352, 461, and their laboratories toward a chemistry minor.

| Chemistry Minor Requirements      |  | SH |
|-----------------------------------|--|----|
| CHE 101/101L                      | General Chemistry I and General Chemistry I Laboratory   | 4  |
| CHE 102/102L                      | General Chemistry II and General Chemistry II Laboratory | 4  |
| CHE 351/351L                      | Organic Chemistry I and Organic Chemistry I Laboratory   | 4  |
| CHE 352/352L                      | Organic Chemistry II and Organic Chemistry II Laboratory | 4  |
| <i>At least two courses from:</i> |  | 6  |
| CHE 381                           | Physical Chemistry I                                     |    |
| CHE 382                           | Physical Chemistry II                                    |    |
| CHE 401                           | Analytical Chemistry                                     |    |
| CHE 402                           | Advanced Inorganic Chemistry                             |    |



|                      |  |           |
|----------------------|--|-----------|
| CHE 461              | Introduction to Biochemistry (prerequisite BIO 101 or 110) |           |
| One laboratory from: |  | 1         |
| CHE 382L             | Physical Chemistry Laboratory                              |           |
| CHE 401L             | Analytical Chemistry Laboratory                            |           |
| CHE 402L             | Advanced Inorganic Chemistry Laboratory                    |           |
| <b>Total</b>         |  | <b>23</b> |

Students planning careers in the health science professions should enroll in the following science and mathematics courses: BIO 110, 110L, 111, 111L; CHE 101, 101L, 102, 102L, 351, 351L, 352, 352L, BIO/CHE 461; PHY 203, 203L, 204, 204L, and MAT 222. MAT 223 is also recommended. These students should consult professional schools directly for additional course requirements. They are also encouraged to pursue a major or a minor in chemistry or biology as a means toward achieving admission to professional schools.

### Communication

Assistant Professor Peter J. Gloviczki

Assistant Professor Brian Heslop, *Coordinator of the Communication major*

Assistant Professor Jennifer Heusel

Students majoring in communication at Coker prepare for a versatile work career that might take them from a television news studio to a corporate boardroom; or from the city room of a newspaper to the sales office of a multinational company. Communication majors are found in a broad array of careers. The diverse courses offered for the Coker College communication major prepare a student with a broad base of knowledge and the ability to learn new information and skills quickly. From the classroom to the boardroom or the courtroom or the screening room or the newsroom, the possibilities for communication majors are extensive.

Communication is an evolving discipline. Today's students must be as mindful as ever about what it means to write, read, speak, and listen effectively in our interconnected world. The communication major at Coker College prepares students for careers in media and related fields, including journalism, advertising, and public relations, as well as providing an excellent springboard for careers in business, law, politics, medicine, the arts and sciences, education, and beyond.

### Communication Major Requirements

A minimum of 33 hours is required for the major in communication excluding COM 101. All majors are required to complete the communication core and at least three semester hours of upper-level internship credit (COM 390 or COM 490).

| Communication Major Requirements                         |                                    | SH        |
|--|------------------------------------|-----------|
| COMMUNICATION CORE                                       |                                    |           |
| COM 150  | Introduction to Mass Communication | 3         |
| COM 230  | Scope and Methods                  | 3         |
| COM 330  | Communication Theory               | 3         |
| COM 460  | Communication Seminar              | 3         |
| COM 390<br>or<br>COM 490                                 | Communication Internship           | 3         |
| Upper Level Communication Electives (300-level or above) |                                    | 3         |
| Communication Electives (any level)                      |                                    | 18        |
| <b>Total</b>   |                                    | <b>36</b> |

### Communication Minor Requirements

A minor in communication requires the completion of 18 semester hours excluding COM 101. No more than three hours of internship credit can be counted toward the communication minor. Students who minor in communication must consult with a member of the communication faculty in developing their minor programs.

| Communication Minor Requirements                      |                                    | SH        |
|---|------------------------------------|-----------|
| COMMUNICATION CORE                                    |                                    |           |
| COM 150   | Introduction to Mass Communication | 3         |
| COM 330   | Communication Theory               | 3         |
| Upper Level Communication Course (300-level or above) |                                    | 3         |
| Communication electives (any level)                   |                                    | 9         |
| <b>Total</b>  |                                    | <b>18</b> |

ART 130: Basic Photography and ART 230: Photography II may be applied to the major in communication, but not to the minor.

A concentration in sport communication is offered through the Department of Physical Education and Sport Studies. Refer to the Physical Education section for more information.

### Computer Science

Professor Ze Zhang, *Coordinator of the Computer Science major*

Associate Professor Paul Dostert

Associate Professor Peter Nguyen

Computer science studies the theoretical and practical aspects of algorithm, software and hardware design. It provides students with the foundational aspects of computing theory, creative problem solving skills, and the skills needed to communicate algorithmic solutions to problems. Because computer science expertise is highly valued, computer science graduates have many and varied career opportunities. Typical career paths include software development, systems design, systems analysis, database design, networking, internet programming, software training, teaching, entertainment programming, computer graphics, systems simulation and systems programming.

### Computer Science Major Requirements

The major in computer science leads to a Bachelor of Arts degree. Requirement for the computer science major are listed below. All courses in the core must be completed with a minimum grade of 2.0. Students must select 12 additional semester hours in computer science. At least nine of these hours must be at the 300 or 400 level.

| Computer Science Prerequisites      |                     | SH       |
|-------------------------------------|---------------------|----------|
| MAT 210                             | Precalculus         | 3        |
| MAT 222                             | Calculus I          | 4        |
| <b>Total</b>                        |                     | <b>7</b> |
|                                     |                     |          |
| Computer Science Major Requirements |                     | SH       |
| COMPUTER SCIENCE CORE               |                     |          |
| CS 110                              | Computer Science I  | 4        |
| CS 111                              | Computer Science II | 4        |

|   |  |              |
|---|--|--------------|
| CS 201  | Mathematical Reasoning                 | 3            |
| CS 210  | Data Structures and Algorithm Analysis | 4            |
| CS 340  | Computer Organization                  | 3            |
| CS 375  | Computational Methods                  | 3            |
| CS 491  | Seminar I                              | 1            |
| CS 492  | Seminar II                             | 1            |
| CS 493  | Seminar III                            | 1            |
| MAT 223<br>or<br>MAT 315                                    | Calculus II<br>or<br>Linear Algebra    | 4<br>or<br>3 |
| Upper Level Computer Science Electives (300-level or above) |  | 9            |
| Computer Science Elective (any level)                       |  | 3            |
| <b>Total</b>  |  | <b>39-40</b> |

Students double majoring in chemistry or biology may count MAT 223 toward a major in computer science. Students majoring in mathematics may count CS 110, CS 201 and MAT 223 toward a major or minor in computer science. Students double majoring in mathematics and computer science may take an additional three semester hours at the 300 or 400 level instead of taking both MAT 491, 492, 493 and CS 491, 492, 493.

### Computer Science Minor Requirements

A minor in computer science requires 21 semester hours in computer science including a 15 semester hour core curriculum consisting of CS 110, 111, 201 and 210. In addition, the student must select six additional semester hours in computer science at the 300 or 400 level.

| Computer Science Minor Requirements                         |  | SH        |
|---|--|-----------|
| COMPUTER SCIENCE CORE                                       |  |           |
| CS 110  | Computer Science I                     | 4         |
| CS 111  | Computer Science II                    | 4         |
| CS 201  | Mathematical Reasoning                 | 3         |
| CS 210  | Data Structures and Algorithm Analysis | 4         |
| Upper Level Computer Science Electives (300-level or above) |  | 6         |
| <b>Total</b>  |  | <b>21</b> |

### Criminology

Professor Michael Siegfried, *Coordinator of the Criminology major*

Assistant Professor Todd Couch, *Chair of the Department of Behavioral and Social Science and History, Coordinator of the Sociology major*

Assistant Professor Danny Malone, *Coordinator of African American Studies*

The Criminology major prepares students for graduate study in criminology, sociology, or law and entry-level positions in criminal justice agencies.

### Criminology Major Requirements

Requirements for the criminology major are listed below. Criminology majors take a 12-semester hour core curriculum along with 18 semester hours of criminology electives. Students contemplating employment in a criminal justice agency should take CRIM 431: Practicum in Criminology. Students

considering careers in criminal justice agencies are encouraged to satisfy the non-native language requirement with Spanish. Psychology is a helpful minor.

| <b>Criminology Major Prerequisite</b> |  | <b>SH</b> |
|---------------------------------------|--|-----------|
| MAT 203                               | Elementary Statistics                                      | 3         |
| <b>Total</b>                          |  | <b>3</b>  |
|                                       |  |           |
| <b>Criminology Major Requirements</b> |  | <b>SH</b> |
| CRIMINOLOGY CORE                      |  |           |
| CRIM 200                              | Introduction to Criminology                                | 3         |
| CRIM 201                              | Theories of Crime  | 3         |
| SOC 230                               | Scope and Methods  | 3         |
| SOC 309                               | Introduction to Research Methods and Behavioral Statistics | 3         |
| SOC 450                               | Seminar in Topical Criminology                             | 3         |
| <i>One course from:</i>               |  | 3         |
| CRIM/SOC 350                          | Juvenile Delinquency                                       |           |
| CRIM/SOC 352                          | Corrections  |           |
| CRIM/SOC 353                          | The Sociology of Law Enforcement                           |           |
| Criminology Electives                 |  | 12        |
| <b>Total</b>                          |  | <b>30</b> |

### **Criminology Minor Requirements**

A minor in criminology consists of 18 semester hours including CRIM 200 or SOC 101. At least 12 of the 18 hours must be taken at the 300 or 400 level.

| <b>Criminology Minor Requirements</b>                  |                                  | <b>SH</b> |
|--|----------------------------------|-----------|
| CRIM 200   | Introduction to Criminology      | 3         |
| CRIM 201   | Theories of Crime                | 3         |
| <i>One course from:</i>                                |                                  | 3         |
| CRIM/SOC 350   | Juvenile Delinquency             |           |
| CRIM/SOC 352   | Corrections                      |           |
| CRIM/SOC 353   | The Sociology of Law Enforcement |           |
| Upper Level Criminology Electives (300-level or above) |                                  | 9         |
| <b>Total</b>   |                                  | <b>18</b> |

### **Dance**

Professor Angela Gallo, *Chair of the Department of Dance, Music, and Theatre, Coordinator of the Dance major*

Assistant Professor Kristin Hapke

Assistant Professor Meredith Sims, *Coordinator of the Dance Education major*

The dance major at Coker College offers students a broad range of courses that prepare them for several career options in dance and provides the opportunity for some students to enter advanced professional training. In keeping with the mission of Coker College and the Department of Dance, Music and Theatre, the Dance Program is committed to providing a well-rounded, student-centered learning experience rich

in dance technique, choreography, theory, and performance. Grounded in engaged teaching, our faculty create an environment that encourages students to cultivate their technical, artistic, creative, and scholarly abilities. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem solving, and evaluation. We believe each student has the potential to reach their goals in whatever career they pursue: performer, choreographer, dance educator, studio owner, arts administrator, dance advocate, etc. We strive to develop thoughtful and active artists in the classroom, studio, and world.

### **Dance Major**

The core of the dance major consists of 39 semester hours in modern and ballet techniques, composition, dance history, improvisation, dance science, rhythmic analysis, and other supporting courses.

### **Dance Core**

| <b>Dance Major Requirements</b> |  | <b>SH</b> |
|---------------------------------|--|-----------|
| DNC 105                         | Ballet Technique I (two semesters)           | 4         |
| DNC 150                         | Introduction to Dance Production             | 1         |
| DNC 155                         | Freshman Dance Seminar                       | 1         |
| DNC 160, 260, 360, 460          | Dance Practicum                              | 0         |
| DNC 162, 165, 265, 365, 465     | Dance Practicum (three semesters, 1 sh each) | 3         |
| DNC 200                         | Modern Dance Technique I (two semesters)     | 4         |
| DNC 205                         | Ballet Technique II                          | 2         |
| DNC 210                         | Dance Improvisation                          | 2         |
| DNC 225                         | Dance Conditioning                           | 2         |
| DNC 240                         | Dance History                                | 3         |
| DNC 250                         | Rhythmic Analysis                            | 3         |
| DNC 255                         | Sophomore Dance Seminar                      | 1         |
| DNC 290                         | Modern Dance Technique II                    | 2         |
| DNC 305                         | Ballet Technique III                         | 2         |
| DNC 320                         | Dance Science                                | 3         |
| DNC 355                         | Junior Dance Seminar                         | 1         |
| DNC 370                         | Dance Composition I                          | 3         |
| DNC 390                         | Modern Dance Technique III                   | 2         |
| <b>Total</b>                    |  | <b>39</b> |

### **Bachelor of Arts in Dance**

The BA degree in dance is designed for students wishing to pursue broad-based dance-related careers. Graduates with this degree may go on to teach in dance studios, graduate study, arts administration, or performance careers. This degree is also ideal for students interested in a double major or exploring elective courses.

| <b>Bachelor of Arts in Dance Requirements</b> |                      | <b>SH</b> |
|---|----------------------|-----------|
| <b>DANCE CORE</b>                             |                      | <b>39</b> |
| DNC 305                                       | Ballet Technique III | 2         |

|   |                                       |           |
|---|---------------------------------------|-----------|
| DNC 330   | Repertory Dance Company (2 semesters) | 2         |
| DNC 371   | Dance Composition II                  | 3         |
| DNC 390   | Modern Dance Technique III            | 2         |
| DNC 480   | Senior Thesis                         | 3         |
| <i>One Additional Hour From:</i>  |                                       | 1         |
| DNC 101   | Tap Dance Technique I                 |           |
| DNC 106   | Jazz Technique I                      |           |
| DNC 201   | Tap Dance Technique II                |           |
| DNC 206   | Jazz Technique II                     |           |
| <i>Two Additional Dance Electives</i><br>(May not be taken from ballet or modern technique classes) |                                       | 4         |
| <b>Total</b>  |                                       | <b>56</b> |

### **Bachelor of Arts in Dance Education with K-12 Teaching Certification (Audition Only)**

This degree is for students wishing to teach dance in the K-12 public or private school setting. In addition to the core major courses, students pursuing the Dance Education track will take at least 75 semester hours of courses including Dance Teaching Methods, Creative Dance, World Dance and other courses through the Wiggins School of Education. Students will have meaningful experiences observing and assisting certified dance educators in the public schools culminating in a student teaching experience their final semester. Graduates with this degree will be certified by the South Carolina Department of Education to teach dance in the K-12 school system. **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

| <b>Bachelor of Arts in Dance Education Requirements</b> |  | <b>SH</b> |
|---|--|-----------|
| <b>DANCE CORE</b>                                       |  | <b>39</b> |
| DNC 245   | World Dance  | 1         |
| DNC 350   | Dance Teaching Methods                                     | 3         |
| DNC 371   | Dance Composition II                                       | 3         |
| DNC 452   | Creative Dance   | 3         |
| <i>One Additional Course Selected From:</i>             |  | 1         |
| DNC 101   | Tap Dance Technique I                                      |           |
| DNC 106   | Jazz Technique I   |           |
| DNC 201   | Tap Dance Technique II                                     |           |
| DNC 206   | Jazz Technique II  |           |
| <b>PROFESSIONAL EDUCATION COURSES:</b>                  |  |           |
| EDU 102   | Introduction to Education                                  | 3         |
| EDU 312   | Content Area Literacy for PK-12 Teachers                   | 3         |
| EDU 385   | Psychology Applied to Teaching & Learning in the Classroom | 3         |
| EDU 405   | Classroom Pragmatics                                       | 3         |
| EDU 415   | Seminar in Student Teaching                                | 3         |
| EDU 470   | Comprehensive Internship: PK-12                            | 12        |
| <b>Total</b>  |  | <b>77</b> |

### **Bachelor of Fine Arts in Dance: Performance and Choreography (Audition Only)**

The BFA degree in Dance: Performance and Choreography offers intensive professional training that prepares students for careers as performers and choreographers by offering classes and experiences to work directly with nationally recognized guest artists, faculty and in the Coker Repertory Dance Company, as well as ample opportunities for students to show their own creative work. Students will take at least 75 semester hours of courses with a specific focus on courses in dance technique, performance and composition. The expectation is to develop skills and competencies at a higher level in preparation for careers as performing and creative artists. This enables the student to not only dance skillfully and artistically, but also to discuss and analyze dance in a scholarly manner, ensuring that graduates in dance are prepared both for performance-related work and for additional study at the graduate level.

| <b>Bachelor of Fine Arts in Dance: Performance and Choreography Requirements</b> |   | <b>SH</b> |
|--|---|-----------|
| <b>DANCE CORE</b>  |   | <b>39</b> |
| DNC 205  | Ballet Technique II (second semester)                         | 2         |
| DNC 265, 365   | Dance Practicum (three additional semesters)                  | 3         |
| DNC 290  | Modern Dance Technique II (one additional semester)           | 2         |
| DNC 305  | Ballet Technique III (one additional semester)                | 2         |
| DNC 305 or<br>DNC 405  | Ballet Technique III or IV<br>(one additional semester)       | 2         |
| DNC 330  | Repertory Dance Company (two semesters)                       | 2         |
| DNC 340  | Movement Analysis   | 3         |
| DNC 371  | Dance Composition II  | 3         |
| DNC 390  | Modern Dance Technique III (second semester)                  | 2         |
| DNC 390 or<br>DNC 490  | Modern Dance Technique III or IV<br>(one additional semester) | 2         |
| DNC 405 or<br>DNC 490  | Ballet Technique IV or<br>Modern Dance Technique IV           | 2         |
| DNC 450  | Advanced Composition  | 3         |
| DNC 480  | Senior Thesis   | 3         |
| <i>Two Additional Hours From:</i>  |   | 2         |
| DNC 101  | Tap Dance Technique I   |           |
| DNC 106  | Jazz Technique I  |           |
| DNC 201  | Tap Dance Technique II  |           |
| DNC 206  | Jazz Technique II   |           |
| <i>Two Additional Dance Electives</i>  |   | 4         |
| <b>Total</b>   |   | <b>76</b> |

### **Audition Requirements**

Students interested in the any of the degree tracks that require auditions must complete the following requirements prior to being accepted into the program. Students who would like to be considered for Dance or Talent scholarships should also complete these requirements.

- A Ballet and Modern technique class
- A two-minute (minimum) solo in any style of dance
- Write an essay (at least two pages in length, double spaced with one inch margins and twelve point font) that discusses the student's career goals in dance and how the specific degree track

will help them achieve those goals. Students should also discuss what interests them about the Dance Program at Coker College and why they feel they would be a good fit for the program. The essay should include a description of a positive experience and a challenging experience in dance and what they did to move through it.

- In-person or Skype interview with the dance faculty

Courses in special topics and independent studies may be taken in addition to other major requirements. All courses counting toward a major or minor in dance must be completed with a minimum grade of C or 2.0.

Studio courses meet two contact hours for each semester hour of credit and may be repeated for credit. Studio courses at every level may culminate in a graded informal concert showing. Specific prerequisites are listed under each course.

Students wishing to change degree tracks must discuss this with their faculty advisor. Students wishing to change to a degree that requires an audition must re-audition for that specific degree.

### **Dance Minor Requirements**

A minor in dance requires the successful completion of 19 semester hours offered in the major program. All courses counting toward a minor in dance must be completed with a minimum grade of C.

| <b>Dance Minor Requirements</b>                       |  | <b>SH</b> |
|---|--|-----------|
| DNC 105, 205, 305, or 405                             | Ballet Technique (two semesters)       | 4         |
| DNC 200, 290, 390, or 490                             | Modern Dance Technique (two semesters) | 4         |
| DNC 210   | Dance Improvisation                    | 2         |
| DNC 225   | Dance Conditioning                     | 2         |
| DNC 240   | Dance History                          | 3         |
| DNCE 370  | Dance Composition I                    | 3         |
| <i>One Additional Course in Jazz or Tap Technique</i> |  | 1         |
| <b>Total</b>  |  | <b>19</b> |

### **Sophomore Review Process**

All dance majors are required to pass the Sophomore Review process by the spring semester of the sophomore year. This process is defined in the Dance Program Handbook.

### **Education**

Professor Susan Daniels Henderson, *Provost and Dean of Faculty*

Associate Professor Karen Carpenter, *Dean of the Wiggins School of Education, Director of the Teacher Education Program*

Associate Professor Ryan Higgins

Associate Professor John E. Williams

Assistant Professor Casey Gilewski

Assistant Professor Gwyn Senokossoff, *Coordinator of the Elementary Education major*

Assistant Professor Lisa Stockdale, *Coordinator of the Early Childhood major*

The Wiggins School of Education at Coker College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers all initial teacher preparation programs at Coker College.



The Wiggins School of Education offers the following programs which have been approved by the South Carolina Department of Education for licensure:

Art Education (PK-12)  
 Biology Education (9-12)  
 Dance Education (PK-12)  
 Early Childhood Education (PK-3)  
 Elementary Education (2-6)  
 English Education (9-12)  
 Mathematics Education (9-12)  
 Music Education (PK-12)  
 Physical Education (PK-12)

Teacher candidates who successfully complete these programs are recommended to the State of South Carolina for certification in the subjects indicated and the grade levels shown. **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

All courses with an EDU prefix counting toward a major in education must be completed with a minimum grade of C. If the student does not achieve the minimum grade of C, the student must retake the course at Coker College.

A major in general education is offered to those students who meet all requirements for elementary or early childhood education except for student teaching (EDU 430 or EDU 410) and its associated seminar (EDU 415). The general education major does not carry a recommendation for teacher certification and is not approved by the South Carolina Department of Education.

### Education Major Requirements

Detailed descriptions of our teacher education programs, their admission criteria, objectives, course sequences, required examinations, field and clinical experiences, and academic standards are given in The Coker College Teacher Education Program Guide. Students contemplating a major in one of these programs should consult this guide and should schedule a meeting with the Director of Teacher Education during their first semester in residence at Coker. Because these programs are sequential and cumulative, completing one of them in four years will require careful, early planning.

Admission to Coker College does not guarantee admission to the Teacher Education Program. Prior to making application, one must pass all portions of the Praxis Core examination or obtain an SAT score of 1100 or greater or an ACT score of 22 or greater (please see TEP Guide for specific exemption requirements). One must also demonstrate academic ability and be recommended by Coker faculty. Applications for admission to the Teacher Education Program may be made after completing 60 semester hours of coursework, and admission must be achieved two semesters prior to beginning student teaching.

| Early Childhood Education Major Requirements |  | SH |
|--|--|----|
| EDU 102                                      | Introduction to Education                                | 3  |
| EDU 116                                      | Math Content for Early Childhood and Elementary Teachers | 3  |
| EDU 200                                      | Human Development: Conception until Puberty              | 3  |
| EDU 202                                      | Early Childhood Organization and Curriculum              | 3  |
| EDU 211                                      | Foundations of English Language Arts                     | 3  |
| EDU 216                                      | Teaching Early Childhood Mathematics                     | 3  |
| EDU 217                                      | Teaching Elementary School Mathematics                   | 3  |
| EDU 301                                      | Connecting Home, School, and Community                   | 3  |
| EDU 303                                      | Pre-School Behavior                                      | 3  |

|                       |  |           |
|-----------------------|--|-----------|
| EDU 306               | Literacy Instructional Practices                                 | 3         |
| EDU 307               | Literacy in the Content Areas                                    | 3         |
| EDU 330               | Assessments in Literacy  | 3         |
| EDU 345               | Social Studies Methods for Teachers                              | 3         |
| EDU 350               | Science Methods for Teachers                                     | 3         |
| EDU 385               | Psychology Applied to Teaching & Learning in the Classroom       | 3         |
| EDU 404               | Materials & Methods for Early Childhood and Elementary Education | 3         |
| EDU 405               | Classroom Pragmatics: Assessment and Management                  | 3         |
| EDU 415               | Seminar in Student Teaching                                      | 3         |
| EDU 410               | Comprehensive Internship: Early Childhood                        | 12        |
| ART 290 or<br>MUS 361 | Art in the Public Schools or<br>Music for Elementary Teachers    | 3         |
| <b>Total</b>          |  | <b>69</b> |

| <b>Elementary Education Major Requirements</b> |  | <b>SH</b> |
|--|--|-----------|
| EDU 102  | Introduction to Education  | 3         |
| EDU 116  | Math Content for Early Childhood and Elementary Teachers         | 3         |
| EDU 200  | Human Development: Conception until Puberty                      | 3         |
| EDU 211  | Foundations of English Language Arts                             | 3         |
| EDU 216  | Teaching Early Childhood Mathematics                             | 3         |
| EDU 217  | Teaching Elementary School Mathematics                           | 3         |
| EDU 301  | Connecting Home, School, and Community                           | 3         |
| EDU 306  | Literacy Instructional Practices                                 | 3         |
| EDU 307  | Literacy in the Content Areas                                    | 3         |
| EDU 330  | Assessments in Literacy  | 3         |
| EDU 345  | Social Studies Methods for Teachers                              | 3         |
| EDU 350  | Science Methods for Teachers                                     | 3         |
| EDU 385  | Psychology Applied to Teaching & Learning in the Classroom       | 3         |
| EDU 404  | Materials & Methods for Early Childhood and Elementary Education | 3         |
| EDU 405  | Classroom Pragmatics: Assessment and Management                  | 3         |
| EDU 415  | Seminar in Student Teaching                                      | 3         |
| EDU 430  | Comprehensive Internship: Elementary                             | 12        |
| ART 290 or<br>MUS 361                          | Art in the Public Schools or<br>Music for Elementary Teachers    | 3         |
| <b>Total</b>                                   |  | <b>63</b> |

## English

Professor Julia Klimek, *Coordinator of the Interdisciplinary Studies major*

Professor Rhonda Knight

Professor David McCracken, *Chair of the Department of Communication, Language, and Literature*

Professor Jasna Shannon, *Co-Director of the Writer's Studio*

Associate Professor Andrea Coldwell, *Coordinator of the English major*

Associate Professor Margaret Godbey, *Coordinator of the English Education program; Coordinator of the First Year Writing Program, Co-Director of the Writer's Studio*

The student majoring in English at Coker College is prepared for a wide range of professional or graduate studies. English can be the foundation for careers in fields such as advertising, public relations, technical writing, publishing, journalism, government, or social services. It is also a solid basis for graduate studies in fields as varied as medicine, education, library science, journalism, creative writing, business, and law. In addition to practicing critical reading skills, English majors develop their ability to synthesize information and ideas easily and to express themselves effectively. CEOs of major corporations rank communication and critical thinking skills at the top of their lists of requirements for those they hire, and English majors build those skills.

The courses listed below provide a broad background in the important modes, periods, authors, and genres of World, British, and American literature. Satisfactory completion of ENG 112 or 210 is required for all other courses offered in English. Courses on the 200 level are designed primarily for sophomore level and above. Courses on the 300 level are designed for junior and senior students and are normally offered every fifth semester. Courses at the 400 level are open only to English majors or minors unless permission of the instructor is obtained.

### First-Year Writing Placement

Entering students who do not have transfer credit for ENG 111 or ENG 112 will be placed into ENG 110 or ENG 111 based on their SAT Reading and Writing score or ACT English Composition score. Students may request a placement exam if they would like to be considered for a higher writing course. Students accepted into the Honors Program may be exempt from ENG 111 and placed into ENG 210 based on writing samples and standardized test scores.

Students with transfer credit will be placed accordingly in the first-year writing sequence.

| ACT or SAT Score | ENG 110 | ENG 111 | ENG 112 | ENG 210 |
|------------------|---------|---------|---------|---------|
| ≤ 20 or ≤ 500    | X       |         |         |         |
| 21-24 or 510-550 |         | X       |         |         |
| 25-29 or 560-590 |         |         | X       |         |
| 30+ or 600+      |         |         |         | X       |

### AP and IB Credit

Students with an AP Language and Composition Score of 4 or higher may be placed in ENG 112 or ENG 210. Students with a score of 5 or higher on the IB HL exam may be placed in ENG 112 or ENG 210.

## English Major Requirements

### English Major

A major in English requires successful completion of 39 semester hours on the 200-level or above, excluding ENG 210. Students must complete all courses counting toward a major in English with a minimum grade of C. In addition, students must earn a grade of C or higher on the capstone research paper to pass ENG 400. The English major offers three concentrations which enable students to focus on their specific interests, English Education, Literature, or Professional Writing. Students are not required to choose a concentration.

| English Major Requirements                                    |   | SH        |
|---|---|-----------|
| ENGLISH CORE  |   |           |
| ENG 250   | Literary History                                | 3         |
| ENG 260   | Literary Criticism                              | 3         |
| <i>Two Courses from:</i>                                      |   | 6         |
| ENG 205   | The Development of Modern English               |           |
| ENG 215a  | Writing in the Disciplines: Arts and Humanities |           |
| ENG 215b  | Writing in the Disciplines: Sciences            |           |
| ENG 215c  | Writing in the Disciplines: Social Sciences     |           |
| ENG 363   | Seminar in Tutoring and Writing                 |           |
| ENG 371   | Wiring for the Workplace                        |           |
| ENG 372   | Creative Nonfiction                             |           |
| ENG 378   | Creative Writing                                |           |
| <i>One Course from:</i>                                       |   | 3         |
| ENG 315   | Major American Author                           |           |
| ENG 316   | Major British Author                            |           |
| ENG 317   | Major Global Author                             |           |
| <i>Two Courses from:</i>                                      |   | 6         |
| ENG 320   | Literary Period or Movement                     |           |
| ENG 410   | Genre Studies                                   |           |
| ENG 420   | Literary Themes                                 |           |
| ENG 400   | Senior Seminar                                  | 3         |
| English Electives (no more than two courses at the 200 level) |   | 15        |
| <b>Total</b>  |   | <b>39</b> |

### Literature Concentration

English majors may complete a concentration in literature. For the literature concentration, English majors must complete the 24 semester hours of the English core plus 15 semester hours of literature courses. All courses must be completed with a minimum grade of C. Students are also encouraged to take additional courses in theatre, history, and art history to provide a deeper understanding of cultures and contexts.

| Literature Concentration Requirements                                  |                          | SH |
|--|--------------------------|----|
| ENGLISH MAJOR CORE   |                          | 24 |
| <i>Five courses from (no more than two courses from the 200-level)</i> |                          | 15 |
| ENG 220  | Truth and Consequence    |    |
| ENG 222  | Ethos of Inebriation     |    |
| ENG 224  | Writing from the Workers |    |
| ENG 226  | Their Story, Our Story   |    |
| ENG 228  | A Sense of Place         |    |
| ENG 230  | Engaging the Senses      |    |
| ENG 232  | Spectrum of the Rainbow  |    |

|              |  |           |
|--------------|--|-----------|
| ENG 234      | The Modernists, Modernity, and Postmodernism |           |
| ENG 236      | Love, Friendship, and Family                 |           |
| ENG 238      | The Quest for Faith                          |           |
| ENG 240      | Factual Fictions                             |           |
| ENG 251      | Children's Literature and Folklore           |           |
| ENG 315      | Major American Author                        |           |
| ENG 316      | Major British Author                         |           |
| ENG 317      | Major Global Author                          |           |
| ENG 320      | Literary Period or Movement                  |           |
| ENG 361      | Young Adult Literature                       |           |
| ENG 410      | Genre Studies                                |           |
| ENG 420      | Literary Themes                              |           |
| <b>Total</b> |  | <b>39</b> |

### Professional Writing Concentration

English majors may complete a concentration in professional writing. For the professional writing concentration, English majors must complete the 24 semester hours of the English core plus 15 semester hours of professional writing courses. All courses must be completed with a minimum grade of C. Students are also encouraged to take additional courses in graphic design, media, communications, or drama to provide additional skills and practice in professional writing.

| Professional Writing Concentration Requirements |   | SH        |
|---|---|-----------|
| ENGLISH MAJOR CORE                              |   | 24        |
| <i>Four courses from:</i>                       |   | 12        |
| ENG 205   | The Development of Modern English               |           |
| ENG 215a  | Writing in the Disciplines: Arts and Humanities |           |
| ENG 215b  | Writing in the Disciplines: Sciences            |           |
| ENG 215c  | Writing in the Disciplines: Social Sciences     |           |
| ENG 255   | Playwriting I                                   |           |
| ENG 363   | Seminar in Tutoring and Writing                 |           |
| ENG 370   | Writing for the Media                           |           |
| ENG 371   | Writing for the Workplace                       |           |
| ENG 372   | Creative Nonfiction                             |           |
| ENG 373   | Public Relations Writing                        |           |
| ENG 375   | Script Writing for Radio, Television and Film   |           |
| ENG 378   | Creative Writing                                |           |
| ENG 455   | Playwriting II                                  |           |
| ENG 379   | Practicum in Professional Writing               | 3         |
| <b>Total</b>                                    |   | <b>39</b> |

### English Education Concentration

English majors may complete a special concentration in English Education to be noted on the permanent record. Students seeking secondary teaching certification in conjunction with the English Education

concentration should consult the Coker College Teacher Education Bulletin. English majors with a concentration in education must pass the Praxis I, Praxis II, and Praxis PLT standardized tests to qualify for student teaching. Students can exempt the Praxis I with an SAT score of 1650 or greater (1100 for exams taken prior to March 1, 2005) or an ACT score of 24 or greater. English majors who have an overall grade point average of 3.0 and demonstrate a financial need may be nominated by English faculty for the English Education Praxis I Award, which will pay the cost of that student's Praxis I test. This award may not be given every year, and if the student given the award does not pass the Praxis I test, the award does not cover subsequent attempts. **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

### **Sophomore Portfolio Review**

English majors are expected to take ENG 260 in their sophomore year or as soon as feasible when they declare an English major. During ENG 260, students will assemble and submit a portfolio of their work that includes four papers, which will be defined by the ENG 260 syllabus. These portfolios should demonstrate the students' abilities to synthesize information easily, to express ideas effectively, to address texts analytically, to gain research proficiency, and to master basic technological skills. A committee of English faculty will evaluate these portfolios and meet with the students individually to discuss their progress in the English major. The purposes of this review are to provide the students feedback concerning their ability to succeed in the English program and to assist in English program assessment.

### **English as Pre-professional Major**

A student using English as a pre-professional major in preparation for fields such as law, management, advertising, public relations, publishing, government, or social service should combine appropriate interdisciplinary study in other departments with relevant internship experience in the community.

### **English Minor**

The minor in English requires the successful completion of 18 semester hours excluding ENG 110, 111, 112, and 210. All courses counting toward a minor in English must be completed with a minimum grade of C. Twelve of the 18 hours must be at the 300 level or above. Students are welcome to select any combination of courses listed below, but they are encouraged to concentrate their studies on courses in literature or writing, depending on their postgraduate plans.

| <b>English Minor Requirement</b>                   | <b>SH</b> |
|--|-----------|
| Upper Level English Electives (300-level or above) | 12        |
| English Electives (200-level or above)             | 6         |
| <b>Total</b>                                       | <b>18</b> |

### **Environmental Studies Minor**

Associate Professor Jennifer Borgo Raia, *Director of the Honors Program, Coordinator of the Environmental Studies minor*

For a growing number of corporate and governmental jobs, an understanding of the scientific and social principles underlying environmental concerns is an asset, if not a requirement. Further, as the human modifications of the natural environment become more pervasive, all members of society need to be informed about those modifications and their implications. The minor in environmental studies is designed to provide a strong foundation in the science of environmental issues and awareness of their social and political context.

### **Environmental Studies Minor Requirements**

A minor in environmental studies consists of a minimum of 23 semester hours: 11 semester hours in the environmental studies core, and 12 semester hours of elective courses selected from a variety of disciplines. At least 6 semester hours of elective courses must be 300 level or higher.

| Environmental Studies Minor Requirements                              |  | SH        |
|---|--|-----------|
| ENVIRONMENTAL STUDIES CORE  |  |           |
| ES/BIO 103  | Introduction to Environmental Science  | 3         |
| PHY 101/101L  | Physical Science and Physical Science Laboratory   | 4         |
| ES/BIO 360  | Applied Ecology: The Human Predicament   | 4         |
| <i>Twelve semester hours of Environmental Studies electives from:</i> |  | 12        |
| BA 447  | Business Ethics  |           |
| BIO 210   | Core Principles of Ecology and Evolution (prerequisites: BIO 101 or 110, BIO 102 or BIO 111, and MAT 203 ) |           |
| ES/COM 260  | Environmental and Sustainability Communication   |           |
| POL/SOC 340   | Politics of the Environment (prerequisite: POL 101)  |           |
| CHE 101/101L  | General Chemistry I and General Chemistry I Laboratory   |           |
| CHE 401   | Analytical Chemistry   |           |
| GEO 102/102L  | Environmental Physical Geology and Environmental Physical Geology Laboratory                               |           |
| SOC 312   | Modernization and Social Change  |           |
| SOC 319   | Human Population (prerequisite: SOC 101)   |           |
| ES 199, 299, 399 and 499  | Environmental Studies Special Topic courses  |           |
| <b>Total</b>  |  | <b>21</b> |

### Foreign Languages

Associate Professor John M. Williams, III, *Coordinator of Language Programs, Coordinator of the Latin-American Studies Program*

Associate Professor Ye Li, *Coordinator of Chinese minor*

Knowing more than one language enhances opportunities in government, business, health care, teaching, technology, the military, communications, and social service. Learning a language is not just learning grammar and vocabulary, it is learning how to function in another culture. A person who knows another language can work successfully with many more people in many more places. An employer will see you as a bridge to new clients or customers. No matter what career you choose, if you have learned a second language, you will have a distinct advantage over those who are monolingual.

### PROGRAMS OF STUDY

The College offers a major and a minor in Spanish (SPA), a minor in Mandarin Chinese (CHI), and, periodically 100-level courses in French (FRE). For the Spanish major/minor requirements consult the Spanish section of the catalog. For the Chinese minor requirements, consult the Chinese section of the catalog.

All students graduating from Coker College with a Bachelor of Arts or Bachelor of Social Work degree must fulfill the non-native language requirement by successfully passing a 102-level foreign language course. Courses that fulfill this requirement are language courses with a 102 or 1012 designation.

### Placement

Placement exams are offered to freshmen and transfer students during admissions events and during Orientation. For all other students, including transfer students and those who did not take the placement

exam as freshmen, they will be offered twice per year: once in August and once in January. Contact the Foreign Language program coordinator for the exact date, time, and place.

The following rules will help students and advisors understand which placement exam a student should take.

#### WHO SHOULD TAKE WHICH PLACEMENT EXAM?

- Students who did not take foreign language courses of any kind in high school and who are not native/heritage speakers of the language can fulfill the requirement by completing the 101-102 sequence (six semester hours) in Spanish, French, or Mandarin Chinese without taking a placement exam.
- Students with prior experience in Spanish, including native/heritage speakers, **must** take a placement test in order to determine the appropriate level of study.
- Students with prior experience in Mandarin Chinese should contact Dr. Ye Li ([yli@coker.edu](mailto:yli@coker.edu)) to arrange a placement exam.
- Students who studied French, German, or Latin in high school may take a written placement exam to try and exempt the non-native language requirement. This exam is offered twice per year, usually at the beginning of Fall and Spring semesters.
- Students who have studied American Sign Language (ASL), or who have learned it without formal study, may attempt an in-person exemption exam. Contact the Foreign Language program coordinator for details.

#### PLACEMENT EXAM RESULTS

- Students who score high enough on the placement test will exempt the non-native language requirement, saving themselves three to six additional semester hours of study.
- Students who are exempt, **may not** enroll in a 100-level class in that language without the instructor's permission, and, if granted, they may only take the course for Satisfactory/No credit.
- Any student who takes the Spanish placement exam and does not exempt may take either SPA 101 or SPA 1012.
- Honors Program students who exempt SPA 102 should take SPA 201 to fulfill their additional, non-native language requirement.
- Honors Program students who exempt CHI 1012 should take CHI 201 to fulfill their additional non-native language requirement.
- For placement purposes only, a native speaker is someone who was raised in and completed high school in a Spanish, French, or Mandarin Chinese-speaking country. A heritage speaker is someone who was raised in/is from the United States, but who spoke Spanish, French, or Mandarin Chinese in their home.

#### INTERNATIONAL STUDENTS & THE NON-NATIVE LANGUAGE REQUIREMENT

- Students whose secondary education was conducted in a language other than English may meet the non-native language requirement by successfully completing the English Composition requirement, thereby exempting the non-native language requirement.

### Chinese

Associate Professor Ye Li, *Coordinator of the Chinese minor*

Courses in the Chinese program enable serious students to attain a useful fluency in the Chinese language and a solid ability to apply that knowledge to their future careers. Courses at the 100-level are designed to teach basic skills necessary for communication and to introduce students to Chinese culture. Courses at the 200-level expand and develop both language skills and cultural expertise. To enroll in a 200-level course, a student must have completed 101-102 language requirements or have demonstrated proficiency at that level by means of transfer credit or placement test. Courses at the 300 or 400 level



explore broader social content involve more knowledge of Chinese literature and different styles and registers of language use. Admission to 300 or 400 level courses is by permission of the instructor.

### **Chinese Minor Requirements**

- Completion of 18 semester hours of Chinese language and culture classes beyond the 102-level.
- Six of the 18 hours must be at the 300-level or above.
- Six of the 18 hours must be taken at Coker College.
- Students must earn a minimum 2.00 grade point average for all courses within the minor.

Students are encouraged to study abroad in China. Courses taken abroad, with the exception of CHI 101 and CHI 102 or their equivalents, may count toward the minor with prior approval.

### **French**

Coker College does not offer French classes on a regular schedule. No student should depend on or anticipate taking FRE 102/1012 to fulfill the non-native language requirement. If offered, these courses typically happen during the summer session or on approved study abroad programs during J-Term, Spring Break, or the May Interim.

Students who wish to fulfill the non-native language requirement by taking equivalent classes during an approved study abroad program may do so. Contact the Foreign Language program coordinator for details.

Courses at the 100-level are designed to teach basic skills necessary for communication and to introduce some cultural information.

### **Spanish**

Associate Professor John M. Williams, III, *Coordinator of Language Programs, Coordinator of the Latin-American Studies Program*

The courses listed aim to provide a comprehensive program of study that will enable the serious student to attain a useful fluency in the Spanish language and a broad understanding of the culture, civilization and literature of Spain, Latin America and U.S. Latinos. Courses at the 100-level are designed to teach basic skills necessary for communication and to introduce some cultural information. Courses at the 200-level expand and develop both language skills and cultural expertise. To enroll in a 200-level course a student must have completed the 101-102 language requirement or demonstrated proficiency at that level by means of transfer credit or a placement test. Courses at the 300-level explore literature and grammar at a more advanced level. Admission to 300- and 400-level courses is by permission of the instructor. All courses listed are conducted in Spanish with the exception of the literature course in English translation.

### **Spanish Major Requirements**

- The major consists of 33 semester hours at the 200 level or above.
- Twelve of these hours must be taken at Coker College.
- Twelve of these hours must be completed in one 12-week study abroad program or two 6-week study abroad programs.
- The student must earn a minimum 2.00 grade point average for all courses within the major.

#### *Distribution Requirements*

- Eighteen hours of 200- and/or 300-level courses.
- Twelve hours of approved study abroad.
- Three hours from SPA 400 (Senior Seminar) or SPA 405 (Senior Practicum in Spanish).

### **Spanish Minor Requirements**

Eighteen semester hours of study at the 200 level or above.  
Six of the 18 hours must be taken at Coker College.

### Forensic Studies Specialization

Assistant Professor Todd Couch, *Chair of the Department of Behavioral and Social Science and History, Coordinator of the Forensic Studies specialization*

There is no “preferred course of study” to prepare you for a career in Forensic Studies. Each real world position you may pursue will focus on a different facet of engagement with the legal system. We recommend that you choose a major on the basis of your interest, and choose coursework in the Forensic Studies Specialization that is consistent with expanding on that interest. That makes sense because you will probably do better with studying something that you are interested in. Most schools are even reluctant to prescribe a list of courses you should take. Although we agree in general with that position, we feel that it is possible to provide some structure to the Forensic Studies experience. We have two primary goals in this. The first is to help you maximize your chances of being hired in a position of your choice. The second is to help you to succeed once you get there. An additional and third goal is to provide a foundation from which you may proceed to choose a graduate school program for more intensive study.

With these goals in mind, we have developed the program described below. It consist of a selection of courses – many of them cross-listed – in a variety of departments to offer maximum flexibility in coordinating with your major coursework. Successful completion of the program will result in a Specialization in Forensic Studies, a designation that will be included on your transcript. More importantly, it will help you on the road to a successful career in your chosen field.

### Forensic Studies Specialization Requirements

Students in the Forensic Studies Specialization are required to complete a minimum of 12 semester hours of coursework from the following courses. A minimum of nine of these hours must be at the 300-level or above. PSY 302 Forensic Psychology and CRIM 354 Violent Crime are required of all students who pursue the specialization. One course must be chosen from each of the two additional groups. Students may use designated courses to simultaneously satisfy requirements in their major/minor and the specialization. Note that many courses from Group A are four credits. Also note that all prerequisites are to be completed before registering for any of these courses.

| Forensic Studies Specialization Requirements              |                              | SH  |
|---|------------------------------|-----|
| REQUIRED COURSES  |                              |     |
| CRIM 354  | Violent Crime (prerequisites | 3   |
| PSY 302   | Forensic Psychology          | 3   |
| One course from Group A - Natural and Behavioral Sciences |                              | 3-4 |
| BIO 211   | Core Principles of Genetics  |     |
| BIO 227   | Human Anatomy and PHysiology |     |
| BIO 311   | Cell Biology and Genomics    |     |
| BIO 327   | Human Anatomy and Physiology |     |
| BIO 330   | Microbiology                 |     |
| BIO 350   | Plant Science                |     |
| CHE 201   | Forensic Science             |     |
| CHE 461   | Introduction to Biochemistry |     |
| PSY 321   | Sensation and Perception     |     |
| PSY 410   | Physiological Psychology     |     |
| One course from Group B - Social and Cultural Factors     |                              | 3   |

|                  |                                    |              |
|------------------|------------------------------------|--------------|
| CRIM/SOC 206     | Family Violence                    |              |
| CRIM/PSY/SOC 339 | Substance Abuse                    |              |
| CRIM 341         | Child Abuse and Neglect            |              |
| CRIM/SOC 351     | The Sociology of Law               |              |
| CRIM/SOC 353     | The Sociology of Law Enforcement   |              |
| CRIM/SOC 371     | Political Assassinations in the US |              |
| PSY 301          | Social Psychology                  |              |
| PSY 306          | Abnormal Psychology                |              |
| <b>Total</b>     |                                    | <b>12-13</b> |

Internships are encouraged for this specialization, but not required. Consult with your major advisor regarding an internship that is appropriate to support the expectations of your career development within your major field.

### History

Professor Shawn Lay

Professor Kevin Kenyon, *Coordinator of the History major*

Few of the humanities offer the intellectual stimulation, wide-ranging career opportunities, and sense of personal satisfaction provided by the study of history. At Coker, history students experience the unique “round table” method of teaching and receive far more personal attention than is typical elsewhere. This creates a learning environment that develops the leadership and communication skills demanded by employers today. History majors graduate from Coker with a firm foundation to pursue successful careers in many professions, including teaching, government service, publishing, museum and library administration, law, and business. Equally important they achieve a much richer understanding of the world around them and develop intellectual skills that will enhance the quality of their lives.

### History Major Requirements

A major in history requires 33 semester hours of coursework in history. Eighteen hours of the student's history courses must be completed at the 300 or 400 level. Only one course applied to the history major may count simultaneously for General Education credit.

| History Major Requirements                         |  | SH        |
|--|--|-----------|
| HIS 197  | History and Historians                   | 3         |
| HIS 201  | The United States from Discovery to 1865 | 3         |
| HIS 202  | The United States since 1865             | 3         |
| HIS 210  | Western Civilization I                   | 3         |
| HIS 211  | Western Civilization II                  | 3         |
| HIS 411  | The Contemporary United States           | 3         |
| HIS 491  | Practicing the Historian's Craft         | 3         |
| Upper Level History Electives (300-level or above) |  | 6         |
| History Electives (any level)                      |  | 3         |
| <b>Total</b>                                       |  | <b>33</b> |

## History Minor Requirements

A minor in history requires 18 semester hours. These must include six semester hours from among HIS 201, 202, 210, and 211; and 12 additional semester hours in history of which a minimum of six must be upper level.

| History Minor Requirements                         |  | SH        |
|--|--|-----------|
| Six semester hours from:                           |  | 6         |
| HIS 201  | The United States from Discovery to 1865 |           |
| HIS 202  | The United States since 1865             |           |
| HIS 210  | Western Civilization I                   |           |
| HIS 211  | Western Civilization II                  |           |
| Upper Level History Electives (300-level or above) |  | 6         |
| History Electives (any level)                      |  | 6         |
| <b>Total</b>                                       |  | <b>18</b> |

## Honors Program

Associate Professor Jennifer Borgo Raia, *Director of the Honors Program, Chair of the Department of Science and Mathematics, Coordinator of the Environmental Science minor*

The Honors Program involves a course of study that allows for particularly well-prepared and motivated students seeking undergraduate degrees to go beyond the requirements for a Coker College Degree. The Honors Program includes in its framework a combination of course work, study abroad experiences, individualized research projects, and service projects.

Outstanding prospective students will be given applications to join the Honors Program. When evaluating applicants for the Honors Program, Coker College is looking for exceptional and well-rounded students who will help the program thrive. Consequently, admission to the Honors Program is dependent on four factors:

- Academic achievement represented by standardized test scores and grades
- Quality and creativity of thought demonstrated in an essay
- Extracurricular experiences listed in a resume
- A letter of reference indicating the qualification of the applicant to the Honors Program

In addition, nominations from the Coker College faculty of outstanding freshman students will be considered during their second semester of coursework. The nomination letter provided by a faculty member will initiate the application process and be used as the letter of reference. Interested students should contact the Director for associated deadlines and requirements for admission. In all cases, the final decision on admission to the Honors Program rests with the Honors Program Committee.

Any student in good standing with the Honors Program or College at their current institution and at least a 3.500 cumulative GPA is eligible to transfer in as a Coker College Honors Student. All honors courses with a grade of C or higher that are taken as part of the degree program at the current institution will be accepted as honors credit. Interested transfer students should provide a letter stating that the honors student is in good standing for the Director or Dean of the Honors Program or College at their current institution to the Director of the Honors Program.

To graduate from the Honors Program at Coker College, a student must successfully complete the requirements shown in the following table. The Honors Program Committee will evaluate Honors Students at the end of three semesters (36-51 semester hours) or at the discretion of the Honors Program Committee for satisfactory progress toward graduating with honors and continued high levels of academic achievement. Students who are not making progress (at least six semester hours of "H")

courses) or who have a cumulative grade point average below 3.500 will be dismissed from the Honors Program.

Any courses taken under the Satisfactory/No Credit grading system cannot count towards Honors degree requirements.

| Honors Program  |
|---|
| CC 101H: Introduction to Leadership and Life at Coker College.<br>Students who enter the Honors Program after their first semester at Coker College may petition the Honors Program Committee to have another CC 101 meet this requirement.   |
| Twenty-one semester hours in courses designated as honors courses.<br>These courses will be marked with the suffix "H" on the student's academic record. For example, HIS 210H will designate Western Civilization I for honors credit. Requirements for "H" courses will be quantitatively and qualitatively greater than non-honors courses.<br><br>In addition, students may request honors contracts for specific classes from professors who, if they choose to offer the class for honors credit, are then responsible for obtaining approval from the Honors Program Committee.  |
| A minimum of four additional semesters hour in variable credit honors seminars. Each seminar will treat a subject area identified by the Honors Program Committee as key to a modern education.   |
| Three semester hours of coursework beyond the 102-level in the same non-native language.  |
| A study abroad experience approved by the Honors Program Committee.   |
| HON 291: Introduction to Honors Thesis<br>HON 291 is a one-credit hour introduction to developing an honors thesis project.   |
| HON 490 and HON 491<br>These classes involve planning and completion of the student's Honors Thesis project. Honors students will partner with a faculty member in a discovery- based project or an original work involving inquiry, investigation and creative expression. Each student will develop a thesis that provides a written account of the scholarship activity. The specific format and guidelines for the thesis component will be developed by the honors student and faculty mentor in consultation with the Honors Program Committee.<br><br>HON 490 involves planning and execution of the student's research project. It may be worth one to three semester hours and may be repeated for credit up to a total of no more than three semester hours.<br><br>HON 491 involves the writing and public presentation of the final research project and may also be worth one to three semester hours, but may not be repeated. A final project evaluation by the Project Review Committee will occur prior to the meeting of the Faculty Senate at which the student's graduation with honors will be approved. Honors students will present their projects to the campus community in a suitable venue (such as the Celebration of Academics Week held each spring semester) approved by the Honors Program Committee. |

Priority registration for all seminars and contract courses is given the Honors students; however, a non-Honors student may apply to take a seminar or contract course if his/her cumulative GPA is over 3.5000, or if he/she has the recommendation of the instructor. The student will still need permission of the Director of the Honors Program.

## Interdisciplinary Studies

Professor Julia Klimek, *Coordinator of the Interdisciplinary Studies major, Director of the Center for Interdisciplinary Studies*

The pursuit of Interdisciplinary Studies encourages a student to responsibly and thoughtfully plan a course of interrelated studies that prepares him or her for a variety of fields, taking full advantage of both liberal arts and pre-professional course offerings. The successful graduate in Interdisciplinary Studies has mastered a variety of skills and learning approaches and is able to clearly articulate how these studies relate to a specific field of interest. The program prepares a student for graduate studies (such as in law or medicine) as well as for a variety of professional and academic fields that involve two or more disciplines (such as human resources, writing for the arts, tourism, art therapy, gender studies, and others).

The Interdisciplinary Studies major allows a student to combine courses from two or three fields of study to create an individualized major according to the student's chosen career and interest. The program is suitable for highly motivated students who, aware of their career plans and interests, wish to take more control over the direction of their studies than the structure of a single major might allow; it is also appropriate for students who have accumulated credits in several related disciplines and wish to combine these into a single capstone project before graduation to demonstrate their interdisciplinary expertise to employers and/or graduate schools. Students wishing to declare Interdisciplinary Studies as a major can do so at any time during their studies at Coker up until the end of the first semester of their junior year. (Under special circumstances, a student can petition the Program of Interdisciplinary Studies for late acceptance.)

Students interested in pursuing Interdisciplinary Studies will need to secure the support of two to three faculty members from the relevant departments. IS 200 prompts the student to clearly articulate study and career interests, combining a portfolio, career research (including field hours), and a substantial essay; at the end of the course, the project title is forwarded to the Office of Academic Records and becomes part of the degree title (for example: "BA in Interdisciplinary Studies: Writing in the Arts"). The capstone course for the program, completed in the final year of the student's studies (IS 400), will be directed by the advisory committee constituted in IS 200.

All other courses (for a total of 36 credit hours) are taken in the disciplines the student wishes to combine. Fifteen to eighteen credit hours must be at the 300 level or above; the remaining twelve to fifteen credit hours can be at the 200 level. Depending on the student's chosen path toward a career or further graduate studies, the student may be encouraged to take specific courses in each of the disciplines involved. The student must earn a C or higher in all courses counted toward completion of the program. The program requires a minimum of 30 hours in residence at Coker, including 12 hours completed at Coker to fulfill requirements in the major.

| Interdisciplinary Studies Program Requirements   |   | SH        |
|--|---|-----------|
| IS 200   | Introduction to Interdisciplinary Studies                             | 3         |
| Courses at the 100 or 200 level distributed across two or three disciplines relevant to the student's field of study |   | 12-15     |
| Courses at the 100 or 200 level distributed across two or three disciplines relevant to the student's field of study |   | 15-18     |
| IS 400   | Capstone for Interdisciplinary Studies (completed during senior year) | 3         |
| <b>Total</b>   |   | <b>36</b> |

## International Studies Minor

Professor Tracy Parkinson, *Coordinator of the International Studies minor*

### International Studies Minor Requirements

A minor in international studies requires 18 semester hours. A student majoring in any field may find the minor in international studies to be a complement to his/her studies and useful to placing those studies in a global context. The minor requires six semester hours of foreign language excluding 100-level courses, INS 410 and nine semester hours from the approved International Studies electives listed below.

| International Studies Minor Requirements |                                  | SH |
|--|----------------------------------|----|
| Non-Native Language (200-level or above) |                                  | 6  |
| Nine hours from:                         |                                  | 9  |
| GPY 201                                  | World Regional Geography         |    |
| HIS 421                                  | Making of the Contemporary World |    |
| POL 225                                  | International Politics           |    |
| SOC 312                                  | Globalization                    |    |
| SOC 360                                  | Latin America                    |    |
| INS 410                                  | International Studies            | 3  |
| Total                                    |                                  | 18 |

### Latin American Studies Minor

Associate Professor John M. Williams, III, *Coordinator of the Language Programs, Coordinator of the Latin American Studies minor*

The Latin American Studies minor provides students with a working knowledge of the language, history, and culture of Latin America via course work and travel. The minor is intended to function principally as a vehicle of liberal education, but will be useful to students pursuing careers in business, communication, military or government service, education, social work, or criminology.

### Latin American Studies Minor Requirements

Requirements: completion of the general education non-native language requirement and eighteen (18) semester hours at the 200-level and above from any course that examines the culture, history, or civilization of Hispanophone or Lusophone peoples, including at least three semester hours in an approved study abroad program in Latin America, including Brazil.

### Mathematics

Professor Ze Zhang, *Coordinator of the Computer Science major*

Associate Professor Paul Dostert, *Coordinator of the Mathematics major*

Associate Professor Rachel Manspeaker, *Coordinator of the Mathematics Education major*

Associate Professor Peter Nguyen

Assistant Professor Valerie Granger, *Director of the Quantitative Literacy Center*

Special Lecturer James Sweeney

Mathematics is one of the oldest areas of human knowledge. It provides the foundation of all aspects of science and technology. It is the perfect discipline for the development of profound analytical thinking. This type of penetrating and detailed analysis is highly valued in the medical and legal professions and provides enormous career versatility for mathematics graduates. A few typical career areas for mathematicians include computer science, industrial engineering, mechanical engineering, electrical engineering, physics, geophysics, meteorology, ecology, astronomy, teaching, finance, insurance, intelligence, law enforcement, operations research and statistics.

### Mathematics Major Requirements

Requirements for the mathematics major are listed below. All courses in the core must be completed with a minimum grade of 2.0. Each student is required to take 12 additional semester hours at the 200 level or



above in mathematics or computer science. Of these 12 semester hours, at least 9 semester hours must be taken at the 300 or 400 level, and at least 6 semester hours must be in mathematics.

| Mathematics Major Requirements                |                        | SH        |
|---|------------------------|-----------|
| MATHEMATICS PREREQUISITE                      |                        |           |
| MAT 222                                       | Calculus I             | 4         |
| MATHEMATICS CORE                              |                        |           |
| MAT 201                                       | Mathematical Reasoning | 3         |
| MAT 203                                       | Elementary Statistics  | 3         |
| MAT 223                                       | Calculus II            | 4         |
| MAT 224                                       | Calculus III           | 4         |
| MAT 315                                       | Linear Algebra         | 3         |
| MAT 316                                       | Differential Equations | 3         |
| MAT 491                                       | Seminar I              | 1         |
| MAT 492                                       | Seminar II             | 1         |
| MAT 493                                       | Seminar III            | 1         |
| CS 110  | Computer Science I     | 4         |
| Mathematics Electives (300-level or above)    |                        | 9         |
| Mathematics Electives (200-level or or above) |                        | 3         |
| <b>Total</b>                                  |                        | <b>42</b> |

### Mathematics Education Major Requirements

A major in mathematics education includes all of the requirements for a major in mathematics. In addition, students must include MAT 311 and MAT 450 in the required 12 semester hours in mathematics and computer science required outside of the core curriculum, and they must fulfill additional requirements as listed in The Coker College Teacher Education Guide. **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

### Mathematics Minor Requirements

For the minor in mathematics, a student must take a minimum of 18 semester hours in mathematics, including MAT 315 and an additional three semester hours in courses at the 300 or 400 level. Students majoring in computer science, chemistry, or biology may count MAT 222, 223 and 315 toward a major or minor in mathematics. Students double majoring in mathematics and computer science may take an additional three semester hours at the 300 or 400 level instead of taking both MAT 491, 492, 493 and CS 491, 492, 493.

| Mathematics Minor Requirements                         |                | SH        |
|--|----------------|-----------|
| MAT 315  | Linear Algebra | 3         |
| Upper Level Mathematics Electives (300-level or above) |                | 3         |
| Mathematics Electives (200-level or above)             |                | 12        |
| <b>Total</b>   |                | <b>18</b> |

### Mathematics Placement Exam

All new students are *required* to take an online mathematics placement examination prior to registering for their first mathematics course. Students may be allowed to exempt MAT 100 and/or MAT 101, without



credit. Students who receive course equivalent transfer credit are not required to take the placement exam and may begin at the next higher mathematics course (if needed).

### **Medical Technology**

Professor Paula Bailey, *Coordinator of the Medical Technology major*

Special Lecturer April B. Orange, *Program Director of the School of Medical Technology, McLeod Regional Medical Center*

A Bachelor of Arts degree in medical technology may be attained at Coker College through a cooperative program with McLeod Regional Medical Center. Students may obtain the degree in a four-year course of study. The first three years are spent at Coker College; the fourth year is in the clinical portion of the program and is conducted at McLeod Regional Medical Center in Florence, South Carolina.

In order to be considered for admission into the clinical portion of the program, students must meet the following requirements:

- earn a minimum score of 480 on both the verbal and math portions of the SAT; a minimum score of 19 on the ACT; or a competitive score (>140 on Verbal and Quantitative Reasoning) on the GRE
- maintain an overall grade point average of 2.5 with a science grade point average of 2.6;
- successfully complete all college General Education Program requirements;
- successfully complete a minimum of 21 semester hours in biology, including either BIO 101L, BIO 102 and BIO 102L or BIO 110L and BIO 111; BIO 211; BIO 330; BIO 227 or BIO 327; and BIO 328;
- successfully complete a minimum of 12 semester hours in chemistry; including CHE 102, CHE 102L, CHE 351, CHE 351L, CHE 352, CHE 352L;
- successfully complete a minimum of three semester hours in mathematics including MAT 203.

Students are also strongly encouraged to take BIO 210 and BIO 461, as well as PHY 203 and PHY 204 and their associated laboratories.

During the fourth year of study at McLeod Regional Medical Center the student completes a fifty-two week program integrating classroom lectures and practical experience. The following courses must be taken during that time: clinical hematology, hemostasis, instrumentation and methods, clinical chemistry, clinical microbiology, mycology, parasitology and virology, clinical microscopy, immunohematology, clinical immunology, and medical laboratory systems.

### **Music**

Professor William Carswell, *Vice President for External Affairs*

Professor Graham Wood, *Coordinator of the Music Education Program, Coordinator of Musical Theatre Program, Coordinator of the Music Program*

Assistant Professor Jerron Jorgensen, *Coordinator of Vocal Studies and Director of Choral Activities*

Visiting Assistant Instructor Katherine Chandler

Visiting Assistant Instructor Christi McLain

A liberal arts degree in music requires the utmost dedication and perseverance, but the rewards are many. Students combine practical and theoretical studies that develop musical skills but also life skills such as independence, self-confidence, self-motivation, interpersonal and communication skills, research and writing skills, critical and creative thinking, the ability to work in a team, and leadership potential. Possible career options include: elementary and secondary school music education, church musician, ensemble director, performer, accompanist, college or university professor, concert management, private studio teacher, and arts administrator. Some of these careers will require further study beyond the undergraduate level. Students are encouraged to consider graduate school and professional diploma programs. Whether or not students find careers directly related to music, employers value the music graduate's versatility and adaptability. The degrees offered are Bachelor of Arts in music with a concentration in piano or voice, and Bachelor of Music Education. Students completing the Bachelor of

Music Education degree will be recommended to the State of South Carolina for certification to teach K-12 general music.

A major in music with a concentration in applied piano or voice requires the satisfactory completion of a minimum of 49 semester hours. All courses counting toward a major in music must be completed with a minimum grade of C. A major in music education requires the satisfactory completion of a minimum of 77 semester hours (50 in Music and 27 in Professional Education). All music courses counting toward a major in music education must be completed with a minimum grade of C. In addition to regular requirements for all degree programs, students majoring in music will complete a sequence of courses in one area of applied music and basic theoretical and historical studies as listed below. In addition to this core curriculum, electives are available to those wishing to take course work in music pedagogy or other special topics. Individualized majors may be planned in consultation with the music faculty and the Dean of the Faculty. For purposes of placement and advising, all prospective music majors will be tested on the rudiments of music and must present an acceptable audition prior to enrollment in MUS 111 (first year-level Applied Music). Coker College is an accredited institutional member of the National Association of Schools of Music.

### **Audition Requirements**

#### ***BACHELOR OF ARTS IN MUSIC WITH A CONCENTRATION IN VOICE OR BACHELOR OF MUSIC EDUCATION WITH A CONCENTRATION IN VOICE:***

- Three selections in contrasting style that demonstrate ability and that are sung from memory.
- At least one classical selection in a foreign language.
- Recorded accompaniments are not allowed.

*If you need an accompanist, please let us know immediately and provide us with the titles (and/or copies) of your selections two weeks before the audition date.*

#### ***BACHELOR OF ARTS IN MUSIC WITH A CONCENTRATION IN PIANO OR BACHELOR OF MUSIC EDUCATION WITH A CONCENTRATION IN PIANO:***

- A balanced program of three memorized works from contrasting style periods.
- The program may involve either complete works or individual movements from larger works.
- Students auditioning for a minor in music with a concentration in piano should prepare two memorized works from contrasting style periods.

*If you need an accompanist, please let us know immediately and provide us with the titles (and/or copies) of your selections two weeks before the audition date.*

### **Bachelor of Arts in Music (Piano, Voice)**

Students majoring in music will select a principal performing area of either piano or voice. Students must complete the course requirements in their chosen concentration as well as the General Education Program requirements, as outlined in the Academic Programs section of this Academic Catalog. Free electives are the choice of the student. At the conclusion of their program of study, students concentrating in piano or voice will present a public half or full senior recital.

| <b>Music Major with a Piano Concentration Requirements</b> |                 | <b>SH</b> |
|--|-----------------|-----------|
| <b>PRINCIPAL INSTRUMENT - PIANO</b>                        |                 |           |
| MUS 111P - 412P  | Applied Piano   | 16        |
| MUS 380 or   | Half Recital or | 0-1       |

|  |   |              |
|--|---|--------------|
| MUS 480                                | Full Recital                            |              |
| SECONDARY INSTRUMENT - VOICE           |   |              |
| MUS 105 or<br>MUS 101V/102V            | Class Voice or<br>Applied Voice         | 2            |
| MUSIC EVENTS                           |   |              |
| MUS 100                                | Music Events (6 semesters)              | 0            |
| MUSIC THEORY                           |   |              |
| MUS 121                                | Music Theory I                          | 3            |
| MUS 122                                | Music Theory II                         | 3            |
| MUS 221                                | Music Theory III                        | 3            |
| MUS 131                                | Aural Skills I                          | 1            |
| MUS 132                                | Aural Skills II                         | 1            |
| MUS 231                                | Aural Skills III                        | 1            |
| MUS 321                                | Form and Analysis                       | 3            |
| MUSIC HISTORY, PEDAGOGY AND LITERATURE |   |              |
| MUS 331                                | Survey of Music History I               | 3            |
| MUS 332                                | Survey of Music History II              | 3            |
| MUS 364 or<br>MUS 365                  | Piano Pedagogy or<br>Piano Literature   | 2-3          |
| PERFORMANCE ENSEMBLES                  |   |              |
| MUS 152                                | Coker Singers                           | 4            |
| MUS 151 or<br>MUS 152                  | Collaborative Piano or<br>Coker Singers | 4            |
| <b>Total</b>                           |   | <b>49-51</b> |

| Music Major with a Voice Concentration Requirements |                                 | SH           |
|---|---------------------------------|--------------|
| PRINCIPAL INSTRUMENT - VOICE                        |                                 |              |
| MUS 111V - 412V                                     | Applied Voice                   | 16           |
| MUS 380 or<br>MUS 480                               | Half Recital or<br>Full Recital | 0-1          |
| SECONDARY INSTRUMENT - PIANO                        |                                 |              |
| MUS 104 or<br>MUS 101P/102P                         | Class Piano or<br>Applied Piano | 2            |
| MUSIC EVENTS  |                                 |              |
| MUS 100   | Music Events (6 semesters)      | 0            |
| MUSIC THEORY  |                                 |              |
| MUS 121   | Music Theory I                  | 3            |
| MUS 122   | Music Theory II                 | 3            |
| MUS 221   | Music Theory III                | 3            |
| MUS 131   | Aural Skills I                  | 1            |
| MUS 132   | Aural Skills II                 | 1            |
| MUS 231   | Aural Skills III                | 1            |
| MUS 321   | Form and Analysis               | 3            |
| MUSIC HISTORY, PEDAGOGY AND LITERATURE              |                                 |              |
| MUS 331   | Survey of Music History I       | 3            |
| MUS 332   | Survey of Music History II      | 3            |
| MUS 366   | Voice Pedagogy                  | 2            |
| PERFORMANCE ENSEMBLES                               |                                 |              |
| MUS 152   | Coker Singers                   | 8            |
| <b>Total</b>  |                                 | <b>49-50</b> |

### **Bachelor of Music Education**

Students majoring in music education will select a principal performing area of either piano or voice. Students must complete the course requirements in their chosen concentration as well as the General Education Program requirements. South Carolina teacher certification requires music education majors to complete studies in conducting, instrumental techniques, teaching methods and materials, and a secondary applied instrument. At the conclusion of their program of study, students will present a public half or full senior recital. **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

| Music Education Major Requirements                      |  | SH  |
|---|--|-----|
| PRINCIPAL INSTRUMENT                                    |  |     |
| MUS 111P - 412P or<br>MUS 111V - 412V                   | Applied Piano or<br>Applied Voice                            | 14  |
| MUS 380 or<br>MUS 480                                   | Half Recital or<br>Full Recital                              | 0-1 |
| SECONDARY INSTRUMENT                                    |  |     |
| MUS 104 or MUS 101P/102P or<br>MUS 105 or MUS 101V/102V | Class Piano or Applied Piano<br>Class Voice or Applied Voice | 1-4 |

|   |   |              |
|---|---|--------------|
| <b>MUSIC EVENTS</b>                           |   |              |
| MUS 100                                       | Music Events (6 semesters)                                    | 0            |
| <b>MUSIC THEORY</b>                           |   |              |
| MUS 121                                       | Music Theory I  | 3            |
| MUS 122                                       | Music Theory II   | 3            |
| MUS 221                                       | Music Theory III  | 3            |
| MUS 131                                       | Aural Skills I  | 1            |
| MUS 132                                       | Aural Skills II   | 1            |
| MUS 231                                       | Aural Skills III  | 1            |
| MUS 321                                       | Form and Analysis   | 3            |
| MUS 322                                       | Music Notation  | 1            |
| <b>MUSIC HISTORY, PEDAGOGY AND LITERATURE</b> |   |              |
| MUS 331                                       | Survey of Music History I                                     | 3            |
| MUS 332                                       | Survey of Music History II                                    | 3            |
| MUS 371                                       | Conducting  | 3            |
| MUS 372                                       | Advanced Conducting   | 2            |
| MUS 362                                       | Elementary Methods  | 2            |
| MUS 363                                       | Secondary Methods   | 3            |
| MUS 181                                       | Instrumental Techniques (Strings)                             | 1            |
| MUS 182                                       | Instrumental techniques (Bass and Percussion)                 | 1            |
| MUS 183                                       | Instrumental Techniques (Woodwinds)                           | 1            |
| <b>PERFORMANCE ENSEMBLES</b>                  |   |              |
| <i>Zero to seven semester hours from:</i>     |   | 0-7          |
| MUS 151                                       | Collaborative Piano (piano concentration only - 2 hours only) |              |
| MUS 152                                       | Coker Singers   |              |
| MUS 153                                       | Opera Workshop  |              |
| MUS 154                                       | Musical Theatre Ensemble                                      |              |
| <b>PROFESSIONAL EDUCATION COURSES</b>         |   |              |
| EDU 102                                       | Introduction to Education                                     | 3            |
| EDU 312                                       | Content Area Literacy for PK - 12 Teachers                    | 3            |
| EDU 385                                       | Psychology Applied to Teaching and Learning in the Classroom  | 3            |
| EDU 405                                       | Classroom Pragmatics: Assessment and Management               | 3            |
| EDU 415                                       | Student Teaching Seminar                                      | 3            |
| EDU 470                                       | Comprehensive Internship: PK - 12                             | 12           |
| <b>Total</b>                                  |   | <b>77-88</b> |

### **Music Minor Requirements**

A minor in music requires the satisfactory completion of 19 semester hours in music courses. Music minors must meet with an applied music faculty member before registering for applied lessons. All minors

must complete a minimum of six semester hours of upper level (300-level or above) courses. All courses counting toward a minor in music must be completed with a minimum grade of C.

| <b>Music Minor Requirements</b>                       |  | <b>SH</b> |
|---|--|-----------|
| MUS 101P/102P or<br>MUS 101V/102V or<br>MUS 101X/102X | Applied Music (Piano) or<br>Applied Music (Voice) or<br>Applied Music (Instrumental) | 4         |
| MUS 100   | Music Events (4 semesters)   | 0         |
| MUS 121   | Music Theory I   | 3         |
| MUS 131   | Aural Skills I   | 1         |
| MUS 230 or<br>MUS 235                                 | Introduction to Western Classical Music or<br>Introduction to World Music            | 3         |
| PERFORMANCE ENSEMBLES - Two hours from:               |  | 2         |
| MUS 151   | Collaborative Piano Ensemble   |           |
| MUS 152   | Coker Singers  |           |
| MUS 153   | Opera Workshop   |           |
| MUS 154   | Musical Theatre Ensemble   |           |
| Upper Level Music Electives (300-level or above)      |  | 6         |
| <b>Total</b>  |  | <b>19</b> |

### **APPLIED MUSIC FEE**

All students registering for applied music courses (MUS 101/102, MUS 301/302, MUS 111-412) must pay an applied music fee per credit per semester of enrollment as detailed in the Tuition and Fees section of this catalog (subject to change).

### **Physical Education and Sport Studies**

Professor John Jewell

Professor Suzanne Parker, *Chair of the Department of Physical Education and Sport Studies,  
Coordinator of the Physical Education major and the Teacher Education concentration*

Associate Professor James E. McLaughlin

Assistant Professor Dave Schmotzer

The physical education and sport studies department consists of the physical education activity program and major program. The physical activity program (101-115 level courses) offers students an opportunity to develop proficiency in a variety of sports and fitness activities.

Coker College awards the Bachelor of Arts degree with a major in physical education and sport studies. Students pursuing this degree must complete at least one concentration within the major from the following areas: (a) coaching, (b) exercise science (c) physical fitness programming, (d) sport communication, or (e) teacher education. Each degree program requires completion of the College's General Education Program requirements, the physical education and sport studies major core requirements, and the specific requirements for each chosen concentration.

In their last semester, physical education and sport studies majors must take a comprehensive written and oral examination. The results of this exam will be used by the physical education and sport studies department to assess and improve the quality of its program, its concentrations, its student majors, and to provide departmental recommendations for student employment and graduate school.

Completion of all courses required for the physical education major must be at a grade of C or better. After receiving a course grade below C, the student must reattempt that course as soon as possible. The student will be permitted to repeat one required course to achieve a grade of C or better. The second

time a student earns a grade below C in any course required for the physical education major, the student will be required to choose a different major.

### Physical Education Core

The physical education core is required of all physical education and sport studies majors and consists of the following courses: PE 120, 200, 205, 215, 260, 320, 411, 415, 450 or 470, BIO 227, and three credits of PE activity courses.

| Physical Education and Sport Studies Requirements |   | SH           |
|---|---|--------------|
| PHYSICAL EDUCATION CORE                           |   |              |
| <i>Three semesters hours from:</i>                |   |              |
| PE 101-115  | Physical Activity Program (1 semester hour each)  | 3            |
| PE 230  | Outdoor Education   |              |
| PE 250  | Lifetime & Team Activities  |              |
| PE 120  | Lifetime Fitness  | 3            |
| PE 200  | Introduction to Technology in Physical Education  | 3            |
| PE 205  | Introduction to Physical Education and Sport Studies  | 3            |
| PE 215  | Personal and Community Health   | 3            |
| PE 260  | Motor Learning and Development  | 3            |
| BIO 101/101L                                      | Principles of Biology and Principles of Biology Laboratory                                      | 4            |
| BIO 227 or<br>BIO 327                             | Human Anatomy & Physiology of Motion Systems and Respiration or<br>Human Anatomy & Physiology I | 4            |
| PE 320  | Kinesiology   | 3            |
| PE 411  | Organization & Administration of Physical Education & Sport Studies                             | 3            |
| PE 415  | Exercise Physiology   | 3            |
| PE 450  | Physical Education and Sport Studies Internship   | 3            |
| Total credits for Physical Education Core         |   | 38           |
| ONE REQUIRED CONCENTRATION                        |   | 18-21        |
| <b>Total</b>                                      |   | <b>56-59</b> |

### Coaching Concentration

A major in physical education and sport studies with a concentration in coaching prepares the physical education major to apply concepts and principles related to all aspects of coaching, including the player, team, coach and administration of athletic programs for youth and adults.

| Coaching Concentration Requirements                   |   | SH        |
|---|---|-----------|
| PE 222  | Theory and Techniques of Coaching - Individual/Dual | 3         |
| PE 224  | Theory and Techniques of Coaching - Team            | 3         |
| PE 300 or<br>PE 400                                   | Sport Officiating or<br>Coaching Ethics in Sport    | 3         |
| PE 426  | Nutrition in Sport and Fitness                      | 3         |
| Two Physical Education Electives (200-level or above) |   | 6         |
| <b>Total</b>  |   | <b>18</b> |

### Exercise Science Concentration

A major in physical education and sport studies with a concentration in exercise science is designed to prepare an individual for advanced study (graduate school) in the general area of exercise science involving sports medicine, exercise physiology, cardiac rehabilitation, and physical therapy.

| Exercise Science Concentration Requirements |  | SH |
|---|--|----|
| PE 301                                      | Physical Activity and Fitness Appraisal  | 3  |
| PE 410                                      | Measurement and Evaluation in Physical Education & Sport Studies   | 3  |
| PE 426                                      | Nutrition in Sport and Fitness   | 3  |
| MAT 210                                     | Precalculus  | 3  |
| BIO 102/102L                                | General Biology of Whole Organisms and General Biology of Whole Organisms Laboratory   | 4  |
| CHE 101/101L                                | General Chemistry I and General Chemistry I Laboratory   | 4  |
| CHE 102/102L                                | General Chemistry II and General Chemistry II Laboratory   | 4  |
| PHY 201/201L<br>or<br>PHY 203/203L          | General Physics I with General Physics I Laboratory or<br>Calculus Physics I with Calculus Physics I Laboratory (prerequisite:<br>MAT 222) | 4  |
| Total                                       |  | 25 |

### Physical Fitness Programming Concentration

A major in physical education and sport studies with a concentration in physical fitness programming will provide the student with the background necessary to work as a program coordinator and instructor in community fitness programs involving a variety of areas and abilities.

| Physical Fitness Programming Concentration Requirements |  | SH |
|---|--|----|
| PE 220  | Sport in Society   | 3  |
| PE 226  | First Aid  | 3  |
| PE 301  | Physical Activity and Fitness Appraisal                          | 3  |
| PE 330  | Introduction to personal Training                                | 3  |
| PE 333  | Adapted Physical Education                                       | 3  |
| PE 410  | Measurement & Evaluation in Physical Education and Sport Studies | 3  |
| PE 426  | Nutrition in Sport and Fitness                                   | 3  |
| Total   |  | 21 |

### Sport Communication

A major in physical education and sport studies with a concentration in sport communication includes a broad overview of the communications field related to sport. It is designed for students who are interested in careers involving sport journalism, broadcasting, or sports information.

| Sport Communication Concentration Requirements   |                                    | SH |
|--|------------------------------------|----|
| PE 220   | Sport in Society                   | 3  |
| PE 400   | Coaching Ethics in Sport           | 3  |
| COM 150  | Introduction to Mass Communication | 3  |
| COM 373  | Public Relations Writing           | 3  |
| Two Communication Electives (200-level or above) |                                    | 6  |



|              |           |
|--------------|-----------|
| <b>Total</b> | <b>18</b> |
|--------------|-----------|

### Teacher Education Concentration

A major in physical education and sport studies with a concentration in teacher education will meet the requirements for teacher certification in physical education for grades PK-12 when taken in conjunction with requirements described in The Coker College Teacher Education Bulletin. Please refer to the Coker College Teacher Education Bulletin for a complete listing of all requirements. Courses marked with an asterisk ( \* ) require field experience hours. **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

| Teacher Education Concentration Requirements     |   | SH        |
|--|---|-----------|
| PHYSICAL EDUCATION TEACHER EDUCATION CORE        |   |           |
| PE 250   | Team Activities   | 3         |
| PE 120   | Lifetime Fitness  | 3         |
| PE 200   | Introduction to Technology in Physical Education  | 3         |
| PE 205   | Introduction to Physical Education and Sport Studies  | 3         |
| PE 215   | Personal and Community Health   | 3         |
| PE 260   | Motor Learning and Development  | 3         |
| BIO 101/101L                                     | Principles of Biology and Principles of Biology Laboratory                                      | 4         |
| BIO 227 or<br>BIO 327                            | Human Anatomy & Physiology of Motion Systems and Respiration or<br>Human Anatomy & Physiology I | 4         |
| PE 320   | Kinesiology   | 3         |
| PE 411   | Organization and Administration of Physical Education and Sport Studies                         | 3         |
| PE 415   | Physiology of Exercise  | 3         |
| REQUIRED TEACHER EDUCATION CONCENTRATION COURSES |   |           |
| PE 226   | First Aid   | 3         |
| PE 230   | Outdoor Education   | 3         |
| PE 312   | Elementary Physical Education School Methods*   | 3         |
| PE 314   | Secondary Physical Education School Methods*  | 3         |
| PE 333   | Adapted Physical Education*   | 3         |
| PE 335   | School Health Methods*  | 3         |
| PE 410   | Measurement and Evaluation in Physical Education and Sport Studies                              | 3         |
| REQUIRED EDUCATION COURSES                       |   |           |
| EDU 102  | Introduction to Education *   | 3         |
| EDU 312  | Literacy Foundations for Secondary Teachers *   | 3         |
| EDU 385  | Psychology Applied to Teaching and Learning in the Classroom*                                   | 3         |
| EDU 405  | Classroom Pragmatics: Assessment & Management*  | 3         |
| EDU 415  | Seminar in Student Teaching   | 3         |
| PE/EDU 470                                       | Comprehensive Internship: PK-12   | 12        |
| <b>Total</b>                                     |   | <b>83</b> |

## **Political Science**

Mal Hyman, *Coordinator of the Political Science major*

Majors in political science develop the skills required for success in a variety of fields. Some recent graduates have completed graduate degrees and are working in universities and in state and local governments. Many have completed law degrees and are attorneys in both government and private practice. Still others have gone into business either for themselves or for large corporations. Several are working for not-for-profit organizations. All acknowledge the contributions of their undergraduate major in their success.

### **Political Science Major Requirements**

A minimum of 30 semester hours is required for a Bachelor of Arts degree in political science. Of these, no fewer than 15 semester hours must be in upper-level courses (300 and above). Political Science 480 is required of all political science majors. The following course is strongly recommended: PSY 203 (Statistics) or its equivalent.

### **Political Science Minor Requirements**

A minor in political science consists of 18 semester hours in political science. Nine semester hours must be at the 300 level or above. For courses above the 300 level, permission of the instructor is advisable.

Information regarding pre-law courses and the law school admissions examination may be obtained from members of the political science faculty.

### **Pre-Law Specialization**

*Coordinator of the Pre-Law specialization*

There is no “preferred major” to prepare you for law school. Most law schools, as well as the American Bar Association, recommend that you choose a major on the basis of interest. That makes sense because you will probably do better studying something you are interested in. Most law schools are even reluctant to prescribe a list of courses you should take.

Although we agree in general with these opinions, we feel that it is possible to provide some structure to the Pre-Law experience. We have two goals in this. The first is to help you to maximize your chances of being accepted into law school. The second is to help you to succeed once you get there.

With these goals in mind, we have developed the program described below. It consists of a composite of classroom and other experiences. Successful completion of this program will result in a Specialization in Pre-Law, a designation that will be included on your transcript. More importantly, it will help put you on the road to a successful law career.

### **Internship**

Each student will be expected to complete an internship with an attorney. The purpose of this internship will be to expose the student to legal practice as it is performed on a daily basis. The internship will be governed by a “learning contract” that will specify the expectations and obligations of each party. The contract will also specify the conditions for the student to successfully complete the requirement. Internships will be coordinated through the Student Success Center.

### **Mentoring Program**

Whenever possible, students in the Pre-Law Specialization will be paired with a practicing attorney who will serve as a mentor to the student. This experience will augment the more formal learning that occurs in classes and internships and will orient the student to the formal, but important, aspects of the culture of legal practice.

### Pre-Law Specialization Requirements

Students in the Pre-Law Specialization are required to complete a minimum of 18 semester hours of coursework. A minimum of 9 of these hours must be at the 300-level or above. Courses must be distributed among at least two of the following three groups listed below. POL 280 Constitutional Law and PLS 450 Topics in Legal Studies are required of all students.

| Pre-Law Specialization Requirements  |                                    | SH |
|--|------------------------------------|----|
| POL 280  | Constitutional Law                 | 3  |
| PLS 450  | Topics in Legal Studies            | 3  |
| <i>Twelve hours distributed among at least 2 groups, with nine hours at 300-level or above</i> |                                    | 12 |
| Group One Courses:   |                                    |    |
| BA 212   | Financial Accounting               |    |
| BA 213   | Managerial Accounting              |    |
| BA 222   | Macroeconomic concepts             |    |
| BA 223   | Microeconomic Concepts             |    |
| BA 303   | Personal Finance                   |    |
| BA 314   | Federal Income Tax                 |    |
| BA 320   | Financial Management               |    |
| BA 447   | Business Ethics                    |    |
| Group Two Courses:   |                                    |    |
| COM 150  | Introduction to Mass Communication |    |
| COM 330  | Communication Theory               |    |
| THE 321  | Voice and Diction                  |    |
| Two English courses above the 100-level  |                                    |    |
| Group Three Courses:   |                                    |    |
| CRIM 200   | Introduction to Criminology        |    |
| CRIM 350   | Juvenile Delinquency               |    |
| CRIM 351   | The Sociology of Law               |    |
| CRIM 354   | Violent Crime                      |    |
| CRIM 355   | White Collar Crime                 |    |
| CRIM 357   | Women, Crime, and Criminal Justice |    |
| CRIM 358   | Race, Class, and Criminal Justice  |    |
| HIS 201  | The United States to 1865          |    |
| HIS 202  | The United States since 1865       |    |
| HIS 310  | United States History 1800-1860    |    |
| HIS 336  | American Women in History          |    |
| HIS 411  | The Contemporary United States     |    |
| HIS 421  | Making of the Contemporary World   |    |

|         |  |  |
|---------|--|--|
| PHI 205 | Survey of Western Philosophy                     |  |
| POL 101 | Introduction to Political Science                |  |
| POL 201 | American Government and Politics                 |  |
| POL 330 | Classical and Modern Political Thought           |  |
| POL 332 | 19th and 20th Century Social & Political Thought |  |
| PSY 101 | General Psychology                               |  |
| SOC 101 | Introduction to Sociology                        |  |
| SOC 102 | American Social Problems                         |  |
| SOC 205 | Gender and Society                               |  |
| SOC 302 | Intergroup Relations                             |  |
| SOC 304 | Social Class and Inequality                      |  |
| SOC 311 | Complex Organizations                            |  |

### Psychology

Professor Jill Banks, *Professor Emerita of Psychology*  
Professor Julia Fisher, *Coordinator of Psychology major*

A variety of career opportunities are available to students in psychology. Students with bachelor's degrees are employed in education and teaching, consulting/statistics, professional services, health-related services, business and industry, research and development, and administration/management positions. Students who wish to consider careers as professional psychologists should consider graduate school for further training.

### Psychology Major Requirements

A major in psychology consists of 33 semester hours of courses that include the following:

| Psychology Prerequisite           |  | SH       |
|-----------------------------------|--|----------|
| MAT 203                           | Elementary Statistics                                      | 3        |
| <b>Total</b>                      |  | <b>3</b> |
|                                   |  |          |
| Psychology Major Requirements     |  | SH       |
| PSYCHOLOGY CORE                   |  |          |
| PSY 101                           | General Psychology   | 3        |
| PSY 309                           | Introduction to Research Methods and Behavioral Statistics | 3        |
| PSY 409                           | Advanced Psychological Research                            | 3        |
| MAT 203                           | Elementary Statistics                                      | 3        |
| <i>Three semester hours from:</i> |  | 3        |
| PSY 306                           | Abnormal Psychology  |          |
| PSY 405                           | Personality  |          |
| <i>Three semester hours from:</i> |  | 3        |
| PSY 200                           | Human Development: Conception until Puberty                |          |
| PSY 201                           | Human Development: Puberty until Death                     |          |
| PSY 205                           | Human Development  |          |

|                                   |                                   |           |
|-----------------------------------|-----------------------------------|-----------|
| <i>Three semester hours from:</i> |                                   | 3         |
| PSY 301                           | Social Psychology                 |           |
| PSY 302                           | Forensic Psychology               |           |
| PSY 321                           | Sensation and Perception          |           |
| PSY 401                           | Psychology of Learning and Memory |           |
| PSY 402                           | Cognitive Psychology              |           |
| PSY 403                           | Psycholinguistics                 |           |
| PSY 410                           | Physiological Psychology          |           |
| PSY 411                           | History and Systems in Psychology |           |
| Psychology Electives              |                                   | 12        |
| <b>Total</b>                      |                                   | <b>30</b> |

### **Psychology (Counseling) Major Requirements**

A major in psychology with a concentration in counseling consists of meeting the above requirements by including the following specific courses. PSY 490 is optional.

|  |  |           |
|--|--|-----------|
| <b>Psychology Major with a Counseling Concentration Requirements</b> |  | <b>SH</b> |
| MAT 203  | Elementary Statistics                                      | 3         |
| <b>Total</b>   |  | <b>3</b>  |
| <b>Psychology Major with a Counseling Concentration Requirements</b> |  | <b>SH</b> |
| PSYCHOLOGY COUNSELING CORE   |  |           |
| PSY 101  | General Psychology   | 3         |
| PSY 309  | Introduction to Research Methods and Behavioral Statistics | 3         |
| PSY 409  | Advanced Psychological Research                            | 3         |
| PSY 303  | Appraisal of the Individual                                | 3         |
| PSY 306  | Abnormal Psychology  | 3         |
| PSY 340  | Theories of Counseling                                     | 3         |
| PSY 341  | Techniques of Counseling                                   | 3         |
| PSY 405  | Personality  | 3         |
| <i>Three semester hours from:</i>                                    |  | 3         |
| PSY 200  | Human Development: Conception until Puberty                |           |
| PSY 201  | Human Development: Puberty until Death                     |           |
| PSY 205  | Human Development  |           |
| <i>Three semester hours from:</i>                                    |  | 3         |
| PSY 301  | Social Psychology  |           |
| PSY 302  | Forensic Psychology  |           |
| PSY 321  | Sensation and Perception                                   |           |
| PSY 401  | Psychology of Learning and Memory                          |           |
| PSY 402  | Cognitive Psychology                                       |           |
| PSY 403  | Psycholinguistics  |           |

|              |                                   |           |
|--------------|-----------------------------------|-----------|
| PSY 410      | Physiological Psychology          |           |
| PSY 411      | History and Systems in Psychology |           |
| <b>Total</b> |                                   | <b>30</b> |

All students majoring in psychology should consider an internship as an integral part of their professional development.

### Psychology Minor Requirements

A minor in psychology requires 18 semester hours of courses. PSY 101 and nine semester hours of courses at the 300 level or above are required.

| Psychology Minor Requirements                         |                    | SH        |
|---|--------------------|-----------|
| PSY 101   | General Psychology | 3         |
| Upper Level Psychology Electives (300-level or above) |                    | 9         |
| Psychology Electives (any level)                      |                    | 6         |
| <b>Total</b>  |                    | <b>18</b> |

Any course of the following may serve as a prerequisite for psychology classes at the 300-400 level: PSY 101, PSY/EDU 200, PSY/EDU 201, or PSY 205.

### Sociology

Professor Michael Siegfried, *Coordinator of the Criminology major*

Associate Professor Mal Hyman, *Coordinator of the Political Science major*

Assistant Professor Todd Couch, *Chair of the Department of Behavioral and Social Science and History, Coordinator of the Sociology major*

Assistant Professor Danny Malone, *Coordinator of African American Studies*

### Sociology Major Requirements

A major in sociology consists of 33 semester hours of courses, including a 12 hour core curriculum. Additionally, students are required to take 6 hours from each of the program focus baskets. A major in sociology must also complete 6 hours of 300 or 400 level sociology electives.

| Sociology Major Prerequisites  |                                 | SH       |
|--|---------------------------------|----------|
| MAT 203  | Elementary Statistics           | 3        |
| <b>Total</b>   |                                 | <b>3</b> |
|  |                                 |          |
| Sociology Major Requirements   |                                 | SH       |
| SOCIOLOGY CORE   |                                 |          |
| SOC 101  | Introduction to Sociology       | 3        |
| SOC 102  | American Social Problems        | 3        |
| SOC 309  | Introduction to Social Research | 3        |
| SOC 432  | Seminar in Sociological Theory  | 3        |
| <i>Complete 6 semesters hours from the Crime Law and Deviance Basket</i> |                                 | 6        |
| SOC 200  | Introduction to Criminology     |          |
| SOC 206  | Family Violence                 |          |
| SOC 350  | Juvenile Delinquency            |          |

|  |   |           |
|--|---|-----------|
| SOC 351  | The Sociology of Law                          |           |
| SOC 352  | Corrections                                   |           |
| SOC 353  | The Sociology of Law Enforcement              |           |
| SOC 354  | Violent Crime                                 |           |
| SOC 355  | White Collar Crime                            |           |
| SOC 356  | Organized Crime                               |           |
| SOC 357  | Women, Crime and Criminal Justice             |           |
| SOC 358  | Race, Class and Criminal Justice              |           |
| SOC 371  | Political Assassinations in the United States |           |
| SOC 441  | Race, Racism, and American law                |           |
| SOC 450  | Advanced Seminar in Criminological Theory     |           |
| <i>Complete 6 semesters hours from the Stratification Basket</i> |   | 6         |
| SOC 205  | Gender and Society                            |           |
| SOC 302  | Intergroup Relations                          |           |
| SOC 304  | Social Class & Inequality                     |           |
| SOC 306  | Poverty in America                            |           |
| SOC 357  | Women, Crime and Criminal Justice             |           |
| SOC 358  | Race, Class and Criminal Justice              |           |
| SOC 370  | Urban Sociology                               |           |
| SOC 441  | Race, Racism, and American Law                |           |
| Upper level Sociology electives (300-level or above)             |   | 6         |
| <b>Total</b>   |   | <b>30</b> |

Students who wish to pursue graduate studies are encouraged to develop research, computer, and statistical skills. Students will have opportunities to participate in faculty research.

### **Sociology Minor Requirements**

A minor in sociology is comprised of 18 semester hours of courses including SOC 101 and nine semester hours of sociology courses at the 300- or 400-level.

| <b>Sociology Minor Requirements</b>                  |                           | <b>SH</b> |
|--|---------------------------|-----------|
| SOC 101  | Introduction to Sociology | 3         |
| Upper level Sociology electives (300-level or above) |                           | 9         |
| Sociology electives (any level)                      |                           | 6         |
| <b>Total</b>   |                           | <b>18</b> |

### **Theatre**

Professor Phyllis Fields

Associate Professor Joshua Webb, *Co-Coordinator of Theatre major*

Assistant Professor Andrew Schwartz, *Co-Coordinator of the Theatre major*

Through the integration of courses, productions, workshops, and other activities, the Theatre Program provides students with an understanding of the theoretical, historical and cultural aspects of theatre. Our program fosters critical, creative, and analytical thinking. The Theatre program challenges students to collaborate. Successful students will be able to apply that which is learned in the classroom to the work done on program and departmental productions. Upon graduation, our majors are prepared for careers in

theatre, studies at the graduate level or further training at professional schools. Academic coursework leads to a Bachelor of Arts degree with an emphasis in performance, writing, technical theatre, or musical theatre.

### **Theatre Major Requirements for Performance, Technical Theatre, and Writing Concentrations**

Forty-eight to fifty-one semester hours are required for the major in theatre. Twelve of the 48-51 hours must be taken at the 300-level or above. All courses counting toward a major in theatre must be completed with a final grade of C or better. Theatre majors are required to successfully complete the following: THE 150, 156, 160, 201, 235, 301, and 400; one course from THE 210, 318, 343, 350, or 440; and a total of six hours in THE 371, 372, and 373.

| <b>Theatre Major Requirements</b>  |  | <b>SH</b>    |
|--|--|--------------|
| <b>THEATRE CORE</b>  |  |              |
| THE 150  | Introduction to Theatre Production             | 3            |
| THE 156  | Acting I                                       | 3            |
| THE 160  | Introduction to Design for the Performing Arts | 3            |
| THE 201  | World Dramatic Literature                      | 3            |
| THE 235  | Script Analysis                                | 3            |
| THE 301  | 19th to 21st Century American Theatre History  | 3            |
| <i>Three semester hours from:</i>  |  | 3            |
| THE 210  | African American Theatre                       |              |
| THE 318  | Shakespeare                                    |              |
| THE 350  | Broadway & Hollywood Musicals                  |              |
| THE 440  | Ancient Theatre                                |              |
| <i>Six semester hours from (with a minimum of 1 semester hour from each area):</i> |  | 6            |
| THE 371  | Practicum in Stage Management (2sh each)       |              |
| THE 372  | Practicum in Acting (1sh each)                 |              |
| THE 373  | Practicum in Technical Theatre (1sh each)      |              |
| THE 400  | Senior Seminar                                 | 3            |
| Theatre Electives  |  | 3-6          |
| <b>Total</b>   |  | <b>33-36</b> |

In addition to completing the major requirements all theatre majors must complete one of the following concentrations:

#### **Performance Concentration**

A concentration in performance requires the following additional courses: THE 256, 356, 358, 456, and 458. From the six required hours of practica courses, the student with a performance concentration must take a minimum of four semester hours of THE 372 and two semester hours of THE 373. THE 371 may be substituted for one of the two required hours in THE 373. Students majoring in theatre with a performance concentration are required to audition for all theatre program productions. Students are not, however, required to accept roles in all productions.

| <b>Performance Concentration Requirements</b> |            | <b>SH</b> |
|---|------------|-----------|
| THE 256                                       | Acting II* | 2         |



|              |              |           |
|--------------|--------------|-----------|
| THE 356      | Acting III*  | 3         |
| THE 358      | Directing I  | 3         |
| THE 456      | Acting IV*   | 3         |
| THE 458      | Directing II | 3         |
| <b>Total</b> |              | <b>15</b> |

### Technical Theatre Concentration

A concentration in technical theatre requires the following additional courses: THE 250, 252, 357, 360, and 457. From the six required hours of practica courses, the student with a technical theatre concentration must take a minimum of four semester hours in THE 373.

| Technical Theatre Concentration Requirements |                                       | SH        |
|--|---------------------------------------|-----------|
| THE 250                                      | Introduction to Theatre Production II | 3         |
| THE 252                                      | Stage Management                      | 3         |
| THE 357                                      | Scene Design                          | 3         |
| THE 360                                      | Lighting Design                       | 3         |
| THE 457                                      | Production Design                     | 2         |
| <b>Total</b>                                 |                                       | <b>14</b> |

### Writing Concentration

A concentration in writing requires the following additional courses: THE 210, 245, 255, 355, 455.

| Writing Concentration Requirements |                          | SH        |
|------------------------------------|--------------------------|-----------|
| THE 210                            | African American Theatre | 3         |
| THE 245                            | Dramatic Writing         | 3         |
| THE 255                            | Playwriting I            | 3         |
| THE 355                            | Styles and Adaptations   | 3         |
| THE 455                            | Playwriting              | 3         |
| <b>Total</b>                       |                          | <b>15</b> |

Theatre majors are responsible for successfully completing a capstone project in either the fall or spring semester of their last year of study, in conjunction with THE 400. The project will serve as the culmination of the senior's studies within the major (directing, designing, acting, writing or research), must be approved by an academic advisor and will include an oral presentation that will be presented to a committee comprised of program faculty, department faculty and invited guests.

### Theatre Major Requirements for Musical Theatre Concentration

#### Audition Requirements

Any student wishing to major in the BA in Theatre with concentration in Musical Theatre must pass an audition. The student must prepare two musical theatre songs in contrasting styles (one of which should show some theatre movement or dance with it) and two, one minute monologues also in contrasting styles.

| Theatre Major Musical Theatre Concentration Requirements        | SH |
|---|----|
| THEATRE CORE REQUIREMENTS FOR THE MUSICAL THEATRE CONCENTRATION |    |

|  |   |   |
|--|---|---|
| THE 150                                    | Introduction to Theatre Production  | 3 |
| THE 156                                    | Acting I  | 3 |
| THE 201                                    | World Dramatic Literature   | 3 |
| THE 350                                    | Broadway & Hollywood Musicals   | 3 |
| <i>Six hours from:</i>                     |   | 6 |
| THE 371                                    | Practicum in Stage Management (2sh each)  |   |
| THE 372                                    | Practicum in Acting (1sh each)  |   |
| THE 373                                    | Practicum in Technical Theatre (1sh each)   |   |
| MUS/THE 154                                | Musical Theatre Ensemble (1sh each)   |   |
| MUS/THE 367                                | Practicum in Musical Theatre (1sh each)   |   |
| THE 400                                    | Senior Seminar<br><i>Performance option: showcase of monologues/dance/songs - for audition portfolio</i><br><i>Research option: research project/presentation</i> | 3 |
| MUSICAL THEATRE CONCENTRATION REQUIREMENTS |   |   |
| THE 256                                    | Acting II   | 3 |
| THE 254                                    | Theatre Movement  | 3 |
| THE 356                                    | Acting III  | 3 |
| THE 358                                    | Directing I   | 3 |
| THE 321                                    | Voice and Diction   | 3 |
| MUS 101T                                   | Applied Music for Musical Theatre: Voice  | 1 |
| MUS 102T                                   | Applied Music for Musical Theatre: Voice  | 2 |
| MUS 301T                                   | Applied Music for Musical Theatre: Voice  | 1 |
| MUS 302T                                   | Applied Music for Musical Theatre: Voice  | 2 |
| MUS 120                                    | Foundations of Musical Skill  | 3 |
| MUS 121                                    | Music Theory I  | 3 |
| MUS 131                                    | Aural Skills I  | 1 |
| MUS 103                                    | Class Piano I   | 2 |
| <i>Two semester hours from:</i>            |   | 2 |
| MUS 152                                    | Coker Singers   |   |
| MUS 153                                    | Opera Workshop  |   |
| <i>Four semester hours from:</i>           |   | 4 |
| DNC 200                                    | Modern Dance Technique I  |   |
| DNC 290                                    | Modern Dance Technique II   |   |
| DNC 390                                    | Modern Dance Technique III  |   |
| DNC 490                                    | Modern Dance Technique IV   |   |
| <i>Four semester hours from:</i>           |   | 4 |
| DNC 105                                    | Ballet Technique I  |   |
| DNC 205                                    | Ballet Technique II   |   |
| DNC 305                                    | Ballet Technique III  |   |
| DNC 405                                    | Ballet Technique IV   |   |

|              |   |           |
|--------------|---|-----------|
| DNC 106      | Jazz Technique  | 1         |
| DNC 206      | Jazz Technique II   | 1         |
| DNC 101      | Tap Dance Technique I   | 1         |
| DNC 201      | Tap Dance Technique II  | 1         |
| DNC 110      | Musical Theatre Dance (can be repeated for additional credit) | 2         |
| <b>Total</b> |   | <b>67</b> |

### Theatre Minor Requirements

A minor in theatre requires the successful completion of 18 semester hours with a final grade of C or better, including THE 100, 150, 156; one course from the following: THE 201, 210, 318, 343, 350, or 440; and three semester hours of THE 371, 372 or 373, or a combination of the three. Six of the 18 hours must be at the 300-level or above.

| Theatre Minor Requirements                         |   | SH        |
|--|---|-----------|
| THE 150  | Introduction to Theatre Production        | 3         |
| THE 156  | Acting I                                  | 3         |
| THE 201  | World Dramatic Literature                 | 3         |
| <i>Three semester hours from:</i>                  |   | 3         |
| THE 210  | African American Theatre                  |           |
| THE 318  | Shakespeare                               |           |
| THE 343  | Modern Drama                              |           |
| THE 350  | Broadway & Hollywood Musicals             |           |
| THE 440  | Ancient Theatre                           |           |
| <i>Three semester hours from:</i>                  |   | 3         |
| THE 371  | Practicum in Stage Management (2sh each)  |           |
| THE 372  | Practicum in Acting (1sh each)            |           |
| THE 373  | Practicum in Technical Theatre (1sh each) |           |
| Upper Level Theatre Electives (300-level or above) |   | 0-3       |
| Theatre Electives (any level)                      |   | 3-6       |
| <b>Total</b>                                       |   | <b>18</b> |

## MASTERS PROGRAMS

Coker College offers the following master's degree programs: a Master of Science in College Athletic Administration (MS.CAA), a Master of Education in Literacy Studies (M.Ed.), a Master of Education in Curriculum and Instructional Technology (M.Ed.), a Master of Science in Criminal and Social Justice Policy (MS.CSJP), and a Master of Science in Management and Leadership (MS.ML).

The MS.CAA is a specialized program in sport management. The program is designed for individuals currently working in athletic administration at the college or university level who wish to further their careers in athletics management or for those who wish to gain entry into the profession through the attainment of a master's degree. The program is delivered completely online so students do not have to disrupt their current careers while furthering their education.

The Wiggins School of Education offers two M.Ed. programs. The M.Ed. in Curriculum and Instructional Technology is a specialized degree offered in an online format that enables educators and non-educators to concentrate on curriculum and instructional technology in an educational setting. The M.Ed. in Literacy Studies is a specialized degree that enables PK-12 teachers to concentrate on literacy instruction in the classroom and can lead to the add-on certification of Literacy Teacher and Literacy Coach. This hybrid program balances in-class time with online course work tailored to a teacher's schedule.

The MS.CSJP program emphasizes the application of criminological theory and research to crime policy. Special attention is placed on developing policies that encourage social equity. This program is designed for the individual seeking to make a meaningful contribution to their community and is offered online in order to meet the needs of working adults.

The MS.ML is a specialized program in management and leadership. The online format offers working professionals in many fields to further their knowledge and skills in areas of decision making, strategic planning, building and sustaining effective teams, positive leadership, and developing and retaining human capital.

Coker has established academic policies and procedures to help students progress to degree completion and to facilitate the processes required for the operation of the institution. Policies and procedures that apply to all students are published in the Coker College Academic Catalog and the Coker College Student Handbook. When necessary, specific policies have been developed for the graduate program by the Graduate Advisory Committees, and supersede those outlined in the undergraduate section of the catalog.

The Graduate Advisory Committees are comprised of both faculty and administrators, and are responsible for graduate policy and procedure development, admission portfolio evaluation, transfer credit evaluation and general oversight of the graduate programs.

### **Academic Expectations**

Intellectual honesty and integrity are the cornerstones of Coker College's educational mission. Student academic work is expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the College.

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker College Student Covenant, the Mission of the College, and generally understood standards of ethical academic behavior.

Intellectual honesty and integrity are the cornerstones of Coker College's educational mission. Student academic work is expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the college. The instructor determines penalties for dealing with breaches of academic integrity in the syllabus for each course. Additional penalties may result if a student is found responsible for multiple incidents of academic dishonesty. The procedures for addressing repeat offenses, as well as the procedures by which a student may appeal a case, are outlined in detail in the Coker College Student Handbook.

### **Cohort Learning**

Graduate programs are cohort based; students complete courses in the same sequence as those with whom they entered. Programs last ten terms comprised of six weeks each, and it is expected that participants will complete all courses within those ten terms. If circumstances arise that require a student to interrupt his or her program and leave the cohort, effort will be made for the student to re-enroll into a

future cohort, but this may be restricted by space availability. Continuous enrollment in the program is strongly encouraged.

For the M.Ed. in Literacy Studies, students begin with intensive coursework over eight weeks in the summer followed by one 3-hour course every six-week graduate term; one term includes a corresponding 1-hour online course. The summer terms include intensive day classes balanced with online work. The three fall terms and the three spring terms include once-a-week class meetings and online work.

### **Time to Complete the Graduate Program**

The graduate degree must be completed within five years after enrolling in the first class. Space may be limited in future cohorts so it is strongly recommended that participants complete all courses within their originally planned sequence.

### **Admissions Policies**

**Master of Science in Criminal and Social Justice Policy.** To gain admission to the MS.CSJP program, students must have earned a bachelor's degree with an overall grade point average of 3.00 (on a 4.00 scale). Students with a lower undergraduate grade point average may be considered on a conditional basis. The bachelor's degree must be earned from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation.

Students must also submit portfolio materials including:

- An official copy of undergraduate transcripts.
- A one page personal statement explaining the student's educational and career goals.
- Resume.
- Three letters of recommendation.

Incomplete portfolios will not be evaluated. Students accepted into the program will have three weeks to accept an admissions offer after it is extended. Applications will continue to be reviewed after the published deadline if space is available.

**Master of Science in College Athletic Administration.** To gain admission to the MS.CAA program, applicants should hold a minimum of a bachelor's degree with an overall undergraduate grade point average of 2.85 (on a 4.00 scale) from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation. Additionally, students will be required to submit a portfolio of materials including the following:

- A completed online application for admission.
- A professional resume
- A written "professional statement" of 400 - 500 words using one of the topics below. It is through this writing that applicants can speak directly to the MS.CAA Advisory Committee and can demonstrate their unique fit for the program.
  - *The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?*
  - *Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?*
  - *"Tell us about a personal quality, talent, accomplishment, contribution or experience that is important to you. What about this quality or accomplishment makes you proud and how does it relate to the person you are?"*
- Three signed letters of reference. Electronic signatures are accepted.
- Final transcripts from all undergraduate or graduate institutions attended.

An applicant's portfolio will be evaluated when the file is complete. Each applicant will be notified in writing of the decision by the MS.CAA Graduate Advisory Committee. Incomplete admissions files will not be evaluated. Portfolios will continue to be reviewed after the published deadline if space is still available.

**Master of Education in Curriculum and Instructional Technology.** To gain admission to the M.Ed. in Curriculum and Instructional Technology program, students must have an earned bachelor's degree with an overall grade point average of 3.00 (on a 4.00 scale) from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation. Additionally, students will be required to submit a portfolio of materials including the following:

- Copy of undergraduate transcripts
- One page personal statement explaining the student's purpose for obtaining this degree
- Resume
- Two letters of recommendation

**Master of Education in Literacy Studies.** To gain admission to the M.Ed. program, students must have an earned bachelor's degree with an overall grade point average of 3.00 (on a 4.00 scale) from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation and have completed at least one year of teaching in a PK-12 classroom. Additionally, students will be required to submit a portfolio of materials including the following:

- Copy of undergraduate transcripts
- Copy of educator license
- One page personal statement explaining the student's teaching philosophy
- Resume
- Two letters of recommendation; one must be from applicant's principal/assistant principal

**Master of Science in Management and Leadership.** To gain admission to the MS.ML program, applicants should hold a minimum of a bachelor's degree with an overall undergraduate grade point average of 3.00 (on a 4.00 scale) from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation. Students with a lower undergraduate grade point average may be considered on a conditional basis. A degree in business is not required. Applicants from any major are encouraged to apply, as we value diversity within our cohorts.

Applicants must submit a portfolio of materials including the following:

- Final official transcripts from all undergraduate or graduate institutions attended.
- A one page statement of purpose (400-500 words) explaining the student's educational and career goals.
- A professional resume. A candidate's work experience is thoroughly evaluated, as it is often a valid predictor of not only a candidate's academic success in the program, but also his or her success from a career perspective.
- Three signed letters of recommendation. It is acceptable to have either professional or academic letters of recommendation; however, we encourage candidates to submit recent professional letters of reference where possible. Professional references can include a supervisor, colleague, or client who has had significant interaction with you in professional capacity.

It is recommended that applicants submit scores from one of the following Graduate Admissions Tests taken within the last five years:

- Graduate Management Admissions Test (GMAT)
- Graduate Record Examination (GRE) - General Test

An Applicant's portfolio will be evaluated when the file is complete. Admissions interviews may be requested by the Graduate Advisory Committee. Each applicant will be notified in writing of the decision by the MS.ML Graduate Advisory Committee. Applications will continue to be reviewed after the published deadline if space is available.

## **Academic Policies**

### **Course Load**

The MS.CSJP program consists of ten terms. The typical load is one class (three semester hours) per term. To earn the MS.CSJP degree, students need to complete a total of thirty semester hours of graduate level coursework.

The MS.CAA program consists of ten terms. The typical load is one class (three semester hours) per term. To earn the MS.CAA degree, students need to complete a total of thirty semester hours of coursework.

The M.Ed. in Curriculum and Instructional Technology program consists of 10 six-week terms; students take on 3-hour online course each term. To earn the M.Ed. in Curriculum and Instructional degree, students need to complete a total of thirty hours of coursework.

The M.Ed.in Literacy Studies program consists of one eight-week summer term (fourteen semester hours) followed by three six-week terms in the fall (ten semester hours – one class per term with an additional one-hour course) and three six-week terms in the spring (nine semester hours – one class per term). To earn the M.Ed. in Literacy Studies degree, students need to complete a total of thirty-three semester hours of coursework.

The MS.ML programs consists of ten terms. The typical load is one class (three semester hours) per term. To earn the MS.ML degree, students need to complete a total of thirty semester hours of coursework.

### **Academic Integrity**

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker College Student Covenant, the Mission of the College, and generally understood standards of ethical academic behavior.

Intellectual honesty and integrity are the cornerstones of Coker College's educational mission. Student academic work is expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the college.

The instructor determines penalties for dealing with breaches of academic integrity in the syllabus for each course. Additional penalties may result if a student is found responsible for multiple incidents of academic dishonesty. The procedures for addressing repeat offenses, as well as the procedures by which a student may appeal a case, are outlined in detail in the Coker College Student Handbook.

### **Grades and Academic Standing**

The grade point average will be computed using evaluations from all courses taken under the ABCDF system using the following values:

| A=       | B=       | C=       | D=       | F=       |
|----------|----------|----------|----------|----------|
| 4 Points | 3 Points | 2 Points | 0 Points | 0 Points |

Graduate students must maintain a cumulative grade point average of at least 3.00 ("B" average). Six semester hours of coursework in which a grade of "C" is received may count toward the completion of degree requirements but receiving a third "C" will result in the student being dismissed from the program. In order to graduate, students must be in good academic standing. Other grading policies, including the process for appealing a grade, are outlined in the Coker College Academic Catalog.

### **Academic Probation and Dismissal**

A student whose grade point average falls below 3.00 will be put on Academic Probation. When a student is placed on probation, the student will be notified and given two terms in which to raise his or her average to a 3.00 or be dismissed from the graduate program. Probation will be lifted when the student achieves a cumulative grade point average of 3.00. Being placed on academic probation and being removed from probation will become part of a student's permanent record by indication on his or her transcript.

### **Graduate Policy for Repeating Courses**

A student receiving a failing grade in a course ("D" or "F") must retake the course at Coker College. If the student does not pass the course on the second attempt, he or she will be removed from the program. Likewise, regardless of one's overall grade point average, a student failing any two courses on the first attempt will be dismissed from the program. If a course is successfully repeated, the failing grade will be removed from calculation in the grade point average. All grades, whether repeated or not, remain on the Coker transcript with repeated courses duly noted.

### **Transfer Credit**

A maximum of six semester hours may be transferred into a Master's program at Coker College. Of those six hours, only three semester hours may be elective credit. These courses must come from an accredited graduate school. Course equivalencies are evaluated by the Graduate Advisory Committee and appeals will be evaluated by the Office of Academic Affairs. During the program, students wishing to make-up a course at a different college or university and have that credit transferred back to Coker College must get prior approval from the Graduate Advisory Committee. Grades earned in courses completed at other institutions do not count toward the Coker College grade point average. No class with a grade lower than a "B" may be granted transfer credit. Students must submit their official transcript to have the transfer credit evaluated.

### **Registration and Payment**

Coker College's student information portal, WebAdvisor, provides students with online, real-time information regarding their academic and financial accounts with the College. Students will receive WebAdvisor log in information following acceptance to the graduate program. They may then use WebAdvisor to view course schedules, grades, charges and financial aid awards.

Students may also use WebAdvisor for registration and to make payments. Prompt payment of tuition and associated fees is the responsibility of the student and shall be made in accordance with deadlines established by the College; failure to do so will prevent course registration.

### **Adding, Dropping or Withdrawing from Courses**

Students may make changes to their current academic schedule during the specified drop/add period for each term. Students are not permitted to add classes after this date, but may withdraw from courses in progress. Students should consult the official academic calendar for the exact drop/add and withdrawal dates for each term.

### **Audits**

If space allows, a student may take a course as an audit.

### **Criminal and Social Justice Policy**

Professor Michael Siegfried,  
Assistant Professor Todd Couch, *Coordinator of the Criminal and Social Justice Policy graduate program*  
Assistant Professor Danny Malone

Coker College offers a graduate degree in Criminal and Social Justice Policy. Consisting of 30 semester hours. The Master of Science degree in Criminal and Social Justice Policy prepares the student to make sound policy recommendations and conduct advanced research in criminology and criminal justice. Students will also be ready to enter a doctoral program.



| <b>Criminal and Social Justice Policy Requirements</b> |  | <b>SH</b> |
|--|--|-----------|
| CRIM 500   | Criminology Theory and Crime Policy        | 3         |
| CRIM 505   | Correctional Philosophies                  | 3         |
| CRIM 510   | Supreme Court Rulings and Criminal Justice | 3         |
| CRIM 515   | Public Order Crime                         | 3         |
| CRIM 520   | Social Class & Crime                       | 3         |
| CRIM 525   | Race and Crime                             | 3         |
| CRIM 530   | The Prison Industrial Complex              | 3         |
| CRIM 550   | Criminal Justice Program Assessment        | 3         |
| CRIM 560   | Gender and Crime                           | 3         |
| CRIM 565   | Graduate Research Methods                  | 3         |
| <b>Total</b>   |  | <b>30</b> |

### **College Athletic Administration**

Professor John Jewell

Assistant Professor Lynn Griffin, *CAA Internship Coordinator*

Assistant Professor Kathryn Flaherty, *Interim Coordinator of the CAA graduate program*

Coker offers a graduate degree in College Athletic Administration. By completing an online program of 30 semester hours, students may earn a Master of Science degree in College Athletic Administration. The ten required classes are listed in the table below.

| <b>College Athletic Administration Requirements</b> |   | <b>SH</b> |
|---|---|-----------|
| MCAA 510  | Current Issues in College Athletic Administration     | 3         |
| MCAA 515  | Sport Communication                                   | 3         |
| MCAA 520  | College Coaching and Athletic Recruiting              | 3         |
| MCAA 525  | NCAA Compliance I                                     | 3         |
| MCAA 530  | Fundraising in College Athletics                      | 3         |
| MCAA 535  | Legal and Ethical Issues in Intercollegiate Athletics | 3         |
| MCAA 540  | College Athletic Facilities                           | 3         |
| MCAA 570  | Sport Business Management                             | 3         |
| MCAA 572  | Sport Marketing                                       | 3         |
| MCAA 573  | Financial Management of Intercollegiate Athletics     | 3         |
| <b>Total</b>  |   | <b>30</b> |
| <b>SUBSTITUTE COURSE</b>                            |   |           |
| MCAA 590  | Internship  | 3         |

In addition, majors in the MS.CAA program must submit a Professional Portfolio of student work as a portion of the major requirements. Any student who has completed 24 hours (8 of the 10 courses) in good standing can begin to work on their Portfolio, which will measure their attainment of the learning outcomes of the program. Details of the content and requirements of the Professional Portfolio will be supplied by the Program Coordinator of the MS.CAA.

Internship is listed as a “substitute course” and may be substituted for any one of the ten required courses. See the course description for specific details.

**Master of Education in Curriculum and Instructional Technology**

Associate Professor Karen Carpenter, *Dean of the Wiggins School of Education and Coordinator of Education Graduate Programs*

Associate Professor Ryan Higgins

Associate Professor John E. Williams

Assistant Professor Casey Gilewski

Assistant Professor Gwyn Senokossoff

Assistant Professor Lisa Stockdale

| Curriculum and Instructional Technology Requirements |  | SH        |
|--|--|-----------|
| CURRICULUM CORE                                      |  |           |
| EDCIT 500  | Diverse Learners and Equitable Learning Environments   | 3         |
| EDCIT 510  | Advance Human Growth and Developmental Theories        | 3         |
| EDCIT 520  | Student Centered Curriculum/Instruction                | 3         |
| EDCIT 530  | Advanced Foundations of American Education             | 3         |
| EDCIT 540  | Educational Research & Analysis                        | 3         |
| EDCIT 550  | Analysis of Curriculum, Instruction, and Assessment    | 3         |
| INSTRUCTIONAL TECHNOLOGY CORE                        |  |           |
| EDCIT 560  | Exploring and Evaluating Digital Tools for K-12        | 3         |
| EDCIT 570  | Introduction to Innovative Digital Instruction         | 3         |
| EDCIT 580  | Applying and Integrating Digital Technology in K-12 I  | 3         |
| EDCIT 590  | Applying and Integrating Digital Technology in K-12 II | 3         |
| <b>Total</b>   |  | <b>30</b> |

**Master of Education in Literacy Studies**

Professor Susan Henderson, *Provost and Dean of Faculty*

Associate Professor Karen Carpenter, *Dean of the Wiggins School of Education and Coordinator of Education Graduate Programs*

Associate Professor Ryan Higgins

Associate Professor John E. Williams

Assistant Professor Casey Gilewski

Assistant Professor Gwyn Senokossoff

Assistant Professor Lisa Stockdale

| Literacy Studies Requirements |  | SH |
|-------------------------------|--|----|
| LITERACY STUDIES CORE         |  |    |
| EDLS 500                      | Foundations of Reading   | 3  |
| EDLS 510                      | Development and Learning   | 2  |
| EDLS 515                      | Classroom Inquiry  | 3  |
| EDLS 520                      | Literacy Assessment  | 3  |
| EDLS 525                      | Developing Literacy through Text Selection: Traditional Print and Digital Literacies | 1  |
| EDLS 530                      | Reading and Writing in the Content Areas   | 3  |
| EDLS 540                      | Literacy Strategies for Developmentally Responsive Instruction                       | 3  |
| EDLS 550                      | Literacy Instruction and Assessment for Diverse Learners and Struggling Readers      | 3  |

|                         |  |           |
|-------------------------|--|-----------|
| EDLS 552                | Practicum: Literacy Instruction and Assessment for Diverse Learners and Struggling Readers | 3         |
| EDLS 560 or<br>EDLS 570 | Brain-Based Learning and Cognition<br>Creative Pedagogy in the Literacy Classroom          | 3         |
| EDLS 580                | Literacy Teacher as Instructional Leaders  | 3         |
| EDLS 690                | Literacy Action Research and Seminar   | 3         |
| <b>Total</b>            |  | <b>33</b> |

Literacy Coach Courses for add-on after M.Ed. completion.

| <b>Literacy Coach Requirements</b> |   | <b>SH</b> |
|------------------------------------|---|-----------|
| LITERACY STUDIES REQUIREMENTS      |   | 33        |
| EDLS 650                           | Coaching for Literacy Educators           | 3         |
| EDLS 652                           | Practicum: Coaching for Literacy Educator | 3         |
| <b>Total</b>                       |   | <b>39</b> |

### Management and Leadership

Professor Darrell Holliday

Professor Robert Wyatt, *President of the College*

Associate Professor Melinda Norris, *Chair of the Department of Business, Coordinator of the Management and Leadership graduate program, Coordinator of the Business Administration major*

Assistant Professor Andrew Burkemper, *Director of the Center for Leadership and Entrepreneurship*

Assistant Professor Eric Litton

Assistant Professor James Wacker

Assistant Professor Stephanie Weiss, *Coordinator of the Business Management major*

Special Lecturer Darryl Kelly

| <b>Management and Leadership Requirements</b> |                                     | <b>SH</b> |
|---|-------------------------------------|-----------|
| MGTL 510                                      | Accounting for Decision Making      | 3         |
| MGTL 520                                      | Leadership & Team Management        | 3         |
| MGTL 530                                      | Finance & Business Analytics        | 3         |
| MGTL 540                                      | Management Communications           | 3         |
| MGTL 550                                      | Marketing Management                | 3         |
| MGTL 560                                      | Global Initiatives in Management    | 3         |
| MGTL 570                                      | Negotiations                        | 3         |
| MGTL 580                                      | Creating an Ethical Organization    | 3         |
| MGTL 590                                      | Operations Management               | 3         |
| MGTL 600                                      | Business Strategy & Decision Making | 3         |
| <b>Total</b>                                  |                                     | <b>30</b> |

## Course Descriptions

The section includes descriptions for the courses taught within each discipline. Each course description includes the number of semester hours of credit awarded for the course.

The number of each course is a general indication of its level and the student group for which it is intended. Lower level (100 and 200 level) courses are typically meant for freshmen and sophomores; upper level (300 and 400 level) courses are more challenging and are designed for juniors and seniors.

Course prerequisites follow each course description. These criteria should be met before enrolling in a course. Students who have not met the stated prerequisites for a particular course must obtain permission from the instructor in order to enroll in the course. Courses that are cross referenced (example: EDU 200 and PSY 200) are interchangeable toward meeting degree requirements.

To meet needs not fulfilled by regularly-listed catalog offerings, a special topics course may be initiated by an instructor or may be requested by a student or group of students. The course description should be submitted to the Office of Academic Affairs on a form available in the Office of Academic Records. Requests for special topics courses will be evaluated by the faculty sponsor(s) and the Office of Academic Affairs on the basis of potential learning value and the academic resources available to the College. If the special topics course involves an off-campus internship, a contract is to be initiated with the Office of Career Development.

### **African-American Studies (AAS)**

#### *AAS 200 Introduction to African American Studies (3SH)*

African American Studies is a uniquely interdisciplinary field grounded in the study of African diaspora experiences in the pursuit of plurality, democracy, and social and economic justice. Taking a thematic approach, this course introduces students to the genealogy, development, and future challenges of the field, and analyzes opportunities and limitations for achieving these pursuit. In addition to identifying the historical, cultural, and political influences of the field, it will explore how theoretical and critical approaches were directly connected to academic and social concerns.

#### *AAS 210 African American Theatre (3SH)*

(Cross Reference: THE 210) An introduction to and the study of contemporary African American plays and playwrights. The course includes a survey of the practice and roots of contemporary Black theatre as evidenced by the changing image of African-Americans from the stereotypes of early American theatre to today's varied characterizations.

#### *AAS 245 World Dance (1SH)*

(Cross Reference: DNC 245) This course is designed to introduce students to dance styles from around the world including social, folk, and religious forms. Special attention will be made to the teaching and learning of these forms.

#### *AAS 295 African American Rhetoric (3SH)*

(Cross Reference: COM 295) This course surveys the contributions of African American orators such as Martin Luther King Jr., Malcolm X, Barbara Jordan, Fannie Lou Hamer, Tupac Shakur, and Muhammad Ali to American public culture. The course will study African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts. Emphasis will be on Afrocentric and traditional approaches to rhetorical theory and criticism.

#### *AAS 302 Intergroup Relations (3SH)*

(Cross Reference: SOC 302) The study of racial, ethnic, religious, economic and other bases of group formation in global and historic perspectives. The culture and Behavior of minority groups and their relationships with dominant groups and agencies of social control are investigated. Contemporary intergroup relations in the United States will also be examined. Prerequisite: SOC 101 or 102 or 103.

#### *AAS 303 The Sociology of W.E.B. Du Bois (3SH)*

(Cross Reference: SOC 303) An introduction to studies of African Americans and race relations in the United States through the work of W.E.B. Du Bois. This course examines Du Bois's views about black identity, american citizenship, social science, capitalism and globalization among other topics of interests. Our approach will be integration, interpretation, and critical assessment of Du Bois's ideas applying them to the context of the 21st century. Readings from: *The Philadelphia Negro* (1899), *The Souls of Black*

*Folks* (1903), *Color and Democracy* (1945), *The World and Africa* (1947), and other articles by Du Bois. Prerequisite: SOC 101.

**AAS 322 *The African American Experience* (3SH)**

(Cross Reference: HIS 322) A detailed exploration of the history of African Americans from 1619 to the present. Major topics include the conditions of slavery, the impact of the Civil War and Reconstruction, the Jim Crow era, the Civil Rights Movement, and the rise of Black Nationalism. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

**AAS 335 *African American Literature* (3SH)**

(Cross Reference: ENG 335) A study of selected African American writers with emphasis on those from the Civil War era, the Harlem Renaissance, and the present. Historical context, literary techniques, and ethnic and gender issues will be considered. Readings will be selected from such authors as Douglass, Jacobs, Chestnutt, Harper, Hurston, Cullen, Hughes, Larsen, Baldwin, McKay, Wright, and Morrison. Prerequisite: ENG 112 or 210.

**AAS 347 *Postcolonial Literature* (3SH)**

(Cross Reference: ENG 347) Readings from former colonies in Africa, the Caribbean, and other English-speaking nations that were once colonized. Topics will include the relationship between former colonies and the West, the search for cultural identity in once colonized nations, and the problematic status of English as an imposed language. Readings from, among others, Chinua Achebe, Salman Rushdie, V. S. Naipaul, Bessie Head, Jamaica Kincaid, and Michael Ondaatje. Readings may include autobiographical writing, as well as fiction. Prerequisite: ENG 112 or 210.

**AAS 350 *Afro-Hispanic Literature and Culture* (3SH)**

Cross Reference: SPA 350) This course focuses on the literary and culture production of Afro-Hispanic peoples in Latin America, the Iberian Peninsula, the United States, and Africa (e.g. Equatorial Guinea). Readings (in Spanish or English translation) include novels, poems, short stories, plays, articles, music lyrics, film, and television programs. Class instruction is in English. Students who wish to receive credit toward the Spanish major or minor must complete the non-native language requirement in Spanish, read all texts in Spanish, and write all class assignments in Spanish (as required). Course fee cover ingredients for cooking demonstrations. Prerequisite: Completion of the non-native language requirement in Spanish and ENG 112 or ENG 210. Course fee of \$20.00 (Offered every three years)

**AAS 410 *Directed Readings/Research/Investigations in African American Studies* (3SH)**

An in-depth project on a selected aspect of African-American history, sociology, literature, dance, art, culture, or other topic. Students will select readings and/or other resources in consultation with an affiliated faculty member of the program and the program coordinator. A final research presentation is required. The presentation may be in the form of a/an research paper, exhibit, production, performance, or equivalent. Prerequisites: Completion of AAS 200 and six hours in the African American Studies Specialization, and permission of the faculty advisor and Coordinator of African American Studies.

**AAS 441 *Race, Racism, and American Law* (3SH)**

(Cross Reference: CRIM 441, SOC 441) This course will provide a comprehensive examination of the role of law in constructing racial categories as well as their significance. Topics to be covered will be as follows; the importance of the legal precedent, critical court decisions impacting racial groups in the United States, the racial attitudes of the Framers, and the ability of law to bring about racial justice. Prerequisite: SOC 101 or CRIM 200.

**AAS 199, AAS 299, AAS 399, AAS 499 *Special Topics* (3SH)**

Courses offered at the discretion of the Coordinator of African American Studies.

**Art (ART)**

**ART 101 *Two-Dimensional Design* (3SH)**

An introduction to art elements and principles as applied to two-dimensional media; includes an introduction to basic color theory. Projects require creative problem solving and foster perceptual development. Class discussions and individual critiques are scheduled during studio time.

*ART 102 Three-Dimensional Design (3SH)*

Exploration of elements and principles of three-dimensional design with emphasis on form and space. Projects require creative problem solving and foster perceptual development. Class discussions and individual critiques are scheduled during studio time. Prerequisite: ART 101 or permission of the instructor. (Studio fee required)

*ART 105 Drawing I (3SH)*

An introduction to drawing. Line, perspective, value, and space are discussed and applied through observational drawing practices. (Studio fee required)

*ART 109 Typography I (3SH)*

An introduction to the basic vocabulary and application of typography. Students construct typographic compositions and systems, while also developing an appreciation of typography as an expressive medium. Students are introduced to digital typesetting and page layout software while working with type across media. (Studio fee required)

*ART 130 Basic Photography (3SH)*

This introduction to digital photography focuses on camera operations and image manipulation using Photoshop. Emphasis is on black and white imagery, content and composition. Procedures for photo documentation will be studied. Class discussions and individual critiques are scheduled during studio time. Students must supply their own camera. Prerequisite: ART 101 or permission of the instructor. (Studio fee required)

*ART 180 Understanding Art (3SH)*

Discussion of the formal elements of art and how they communicate the meaning of an artwork. Artworks are examined in relation to history, culture, materials, techniques and purposes. Active participation in analysis of artwork is encouraged. Does not count toward the art major or minor.

*ART 197 Freshman Seminar: Contemporary Art Issues (1SH)*

Contemporary art issues are addressed through the study of primary source material and the changing role of the artist in society is explored.

*ART 205 Drawing II: Figure Drawing (3SH)*

Emphasis is on personal interpretation of anatomy as it relates to the human figure. Live models provide the predominant source for subject reference. Prerequisites: ART 101, ART 105, or permission of the instructor. (Studio fee required)

*ART 209 Typography II (3SH)*

A continuation of the fundamentals learned in Typography I. This course builds a greater understanding of typography and addresses more complex compositions and systems. Students explore typographic hierarchy, context, density, and sequence across media. Prerequisite: ART 109 (Studio fee required)

*ART 210 Graphic Design I (3SH)*

This course is an introduction to graphic design. Projects will balance learning the principles and tools of design with conceptual thinking and content development. Students become familiar with the creative process, as they build a design vocabulary and solve visual communication problems across media. Prerequisite: ART 109. (Studio fee required)

*ART 220 Oil Painting I (3SH)*

An introduction to painting. The mechanics of painting, including composition, light, and color theory, are applied through observational practices. Prerequisites: ART 101 or ART 105. (Studio fee required)

*ART 230 Photography II (3SH)*

A continuation of Photography I. Experimental techniques encourage the development of creative exploration. Prerequisites: ART 101 or ART 105, and ART 130. (Studio fee required)

*ART 250 Ceramics I (3SH)*

An introduction to working with clay, focusing on slab, coil and pinch methods with emphasis on creative problem solving and technique. (Studio fee required)

*ART 260 Sculpture I (3SH)*

An introduction to the basic concepts and media of sculpture. Work is done in wood, clay, plaster, wire and other materials using a wide variety of techniques. Emphasis is placed on content as well as process. Prerequisites: ART 101, ART 102, or ART 105. (Studio fee required)

*ART 275 Interaction Design I (3SH)*

This course explores fundamental concepts, technologies, and languages of user experience design, user interface design, and interactive media. Students will apply basic design principles to build prototypes that are empathetic to human needs. Projects involve current tools and some basic code writing to assist with the prototyping process. No prior experience with prototyping or coding languages is expected. Prerequisite: ART 109

*ART 280 Art History Survey I (3SH)*

A survey of the history of the visual arts from prehistory to the Gothic period. This course is global in scope but Western in focus.

*ART 281 Art History Survey II (3SH)*

A survey of the history of the visual arts from the Renaissance to the present. This course is global in scope but Western in focus.

*ART 290 Art in the Public Schools (3SH)*

Examination of the importance of art in education with studio work in projects related to group art experience. Class format includes readings, discussions and studio work. Does not count toward art minor or major concentrations in Fine Art, Graphic Design, or Photography. Prerequisite: ART 180.

*ART 305 Drawing III (3SH)*

An exploration of drawing as a complete method of expression. Emphasis is placed on conceptual development and completion of a body of work determined through individual meetings with the instructor. Prerequisite: ART 205. (Studio fee required)

*ART 309 Typography III (3SH)*

A continuation of Typography I and II. Students use knowledge and experience gained in previous typography courses to explore experimental approaches to compositions and systems across media. Student work will require independent research and personal direction. Prerequisite: ART 209 (Studio fee required)

*ART 310 Graphic Design II (3SH)*

A continuation of the fundamental concepts and design research of Graphic Design I. This course provides advanced study of graphic design to solve more complex visual communication problems. Students further explore essential design tools for the development of solutions across media. Prerequisite: ART 210. (Studio fee required)

*ART 311 Graphic Design III (3SH)*

Advanced study of concepts, principles, and technologies explored in Graphic Design I and II. Students develop strengths in conceptual thinking and formal experimentation. Students are encouraged to create languages of design that reflect their research and an understanding of contemporary design theory and practice. Prerequisite: ART 310. (Studio fee required)

*ART 320 Oil Painting II (3SH)*

A continuation of Oil Painting I. Emphasis is placed on historical and contemporary abstraction, in addition to conceptual approaches. Prerequisite: ART 220.

*ART 321 Figure Painting (3SH)*

A continuation of Oil Painting I and Oil Painting II emphasizing the human figure through painting from observation. Historical and contemporary approaches will be considered.

Prerequisites: ART 205, ART 220

*ART 325 Mixed Media I (3SH)*

An advanced painting and drawing course exploring alternative processes. Emphasis is placed on contemporary practices and conceptual approaches to art making.

Prerequisite: ART 220.

*ART 326 Mixed Media II (3SH)*

A continuation of Mixed Media I. Emphasis is placed on conceptual development and completion of a body of work determined through individual meetings with the instructor. Prerequisites: ART 220, ART 320, ART 325

*ART 330 Photography III (3SH)*

A continuation of Photography II with emphasis on individual expression. Prerequisite: ART 230. (Studio fee required)

*ART 350 Ceramics II (3SH)*

An introduction to wheel throwing with emphasis on both functional and sculptural applications. Investigation of properties of clay bodies and glazes and familiarity with firing processes will be emphasized. Prerequisite: ART 250. (Studio fee required)

*ART 351 Ceramics III (3SH)*

Ceramics III is a continuation of Ceramics I and II. Students focus on a particular area of interest employing hand building, wheel throwing or a combination of the two. Projects are developed by the student with input from the instructor. Investigation of properties of clay bodies and glazes and familiarity with firing processes will be emphasized. Prerequisite: ART 250. (Studio fee required)

*ART 360 Sculpture II (3SH)*

A continuation of the student's interest in sculpture as a means of expression. Students determine media and purposes in consultation with the professor. Prerequisite: ART 260.

*ART 361 Sculpture III (3SH)*

Sculpture III is a continuation of Sculpture I and II with a focus on non-traditional approaches to sculptural expression. Students will explore performance art and relational aesthetics and installation. Prerequisite: ART 260.

*ART 375 Interaction Design II (3SH)*

A continuation of the fundamentals and principles learned in Interaction Design I. Students explore the practical and theoretical challenges of interactive media and digital product design. Students are encouraged to pursue prototypes that reflect an awareness of human behavior and contemporary contexts. Projects build a greater understanding of prototyping processes and methods. Prerequisite: ART 275.

*ART 376 Interaction Design III (3SH)*

A continuation of the fundamental advanced concepts, technologies, and languages learned in Interaction Design I and II. Through study and prototyping, a deeper examination of user experience, digital design theory, and the current state of interactivity is expected. Students may also speculate on the future of human interaction. Prerequisite: ART 375.



*ART 384 History of Graphic Design and Photography (3SH)*

A review of the history of graphic design and photography with primary emphasis placed on work from the 19th century to the present. Study includes the impact these two disciplines have on art and society.

*ART 387 Art in New York (3SH)*

Research and study in New York City including the Metropolitan Museum of Art, Guggenheim Museum, Whitney Museum of American Art, Museum of Modern Art, International Center of Photography, 57th Street and Chelsea galleries, St. Patrick's Cathedral, Cathedral of St. John the Divine and performance art. (Additional travel fee required)

*ART 388 Contemporary Critical Theory (3SH)*

Survey of art through the second half of the 20th Century to gain an understanding of the diversity of directions in today's world. Discussion format aimed to increase awareness of historical and contemporary artists in an arena of critical thinking and evaluation of visual language, conceptualization, and theory.

*ART 410 Graphic Design Senior Studio (3SH)*

*ART 415 Graphic Design Senior Studio (3SH)*

Advanced work in graphic design media (web, print, typography, illustration) as related to procedures and responsibilities in a design studio. Media applications are determined in consultation with art faculty and reflect students' interests and aptitudes. Students exhibit their work on campus in a senior exhibition at the conclusion of ART 415. Prerequisite: ART 410 is a prerequisite for ART 415

*ART 430 Photography Senior Studio (3SH)*

*ART 435 Photography Senior Studio (3SH)*

Advanced work in photography as determined in consultation with the art faculty so as to make effective application of student interests and aptitudes and to promote development of a portfolio of fine prints. Students exhibit their work on campus in a senior exhibition at the conclusion of ART 435. Prerequisite: ART 430 is a prerequisite for ART 435.

*ART 470 Fine Art Senior Studio (3SH)*

*ART 475 Fine Art Senior Studio (3 SH)*

Advanced work in fine art media as determined in consultation with the art faculty. Students define objectives and produce work according to their interests and aptitudes. Students exhibit their work on campus in a senior exhibition at the conclusion of ART 475. Prerequisite: ART 470 is a prerequisite for ART 475.

*ART 490 Artist as Teacher (3SH)*

Role of the artist as teacher in elementary and secondary schools. Studio work and discussion of effective ways of creating a positive environment for the arts in school setting. Prerequisite: ART 290. (Offered as needed)

*ART 199, ART 299, ART 399, ART 499 Special Topics (1-12SH)*

**Art Studio Special Topics:** Research and study topics in media and methods including internship experience proposed by the student in consultation with the art faculty. Prerequisite: Work experience or appropriate introductory level courses.

**Art Appreciation, Art History, and Art Education Special Topics:** Research and study topics will be selected by the student in consultation with the art faculty. Study and travel (both here and abroad) are among the possibilities. Previous study in art appreciation or art history is expected.

**Biology (BIO)**

*BIO 101 Principles of Biology (3SH)*

An introduction to biological principles with emphasis on biochemistry, molecular biology, cytology, physiology and genetics. This course will also discuss methods in science, advances in science and how those advances have affected our western culture. Prerequisite: MAT 101 or its equivalent.

*BIO 101L Principles of Biology Laboratory (1SH)*

A laboratory-based study of introductory biological principles with emphasis on biochemistry, molecular biology, cytology, physiology and genetics. To be elected concurrently with enrollment in BIO 101 or may be taken in a semester subsequent to completion of BIO 101. Lab fee required.

*BIO 102 General Biology of Whole Organisms (3SH)*

An introduction to organismal biology with emphasis on evolution, ecology, population biology, and the general characteristics of microorganisms, plants and animals. This course will include discussion of methods and advancements in organismal biology, and ways in which advances in organismal biology have affected western culture. Prerequisite: MAT 101 or its equivalent.

*BIO 102L General Biology of Whole Organism Laboratory (1SH)*

A laboratory-based study of organismal biology with emphasis on evolution, ecology, population biology, and the general characteristics of microorganisms, plants and animals. To be elected concurrently with enrollment in BIO 102 or, with consent of the instructor, may be taken in a semester subsequent to completion of BIO 102. Lab fee required.

*BIO 103 Introduction to Environmental Science (3SH)*

(Cross Reference: ES 103) This course is designed as an introduction to the major environmental problems faced today. Students will learn how the environment impacts our way of life, and how changes in the environment have the potential to adversely affect humans and other organisms. The course uses case studies to show students how science works to solve environmental issues and emphasizes a critical thinking approach to these issues.

*BIO 110 Core Principles of Cell and Molecular Biology (3SH)*

An in-depth introduction to the principles of cell and molecular biology with emphasis in physiology of the cell, biochemistry, molecular biology and molecular genetics. This course will also discuss methods in science, advances in science, and how those advances have affected our western culture. Intended for biology majors or other majors whose intent is to attend professional school. Prerequisite: MAT 101 or its equivalent. (Does not carry credit toward a major in biology)

*BIO 110L Core Principles of Cell and Molecular Biology Lab (1SH)*

A laboratory-based study of cell and molecular biology. This course is intended for biology majors or other majors whose intent is to attend professional school. Prerequisites: To be elected concurrent with enrollment in BIO 110 and CHE 101 or may be taken subsequent to completion of BIO 110 and CHE 101. Lab fee required.

*BIO 111 Core Principles of Organismal Biology (4SH)*

A study of the diversity of organisms, their phylogeny, characteristic architectural features, physiological processes, and human importance. The nature of scientific inquiry will be explored through examples of how biologists acquire and continuously modify the understanding of organismal biology. Laboratory will emphasize the diversity of organisms and the differences and similarities among organismal lineages. This course is intended for biology majors or other majors whose intent is to attend professional school. Prerequisite: MAT 101 or its equivalent and BIO 110. Lab fee required.

*BIO 197 Freshman Biology Seminar (1SH)*

The purpose of this course is to begin to train the student in critical thinking, problem solving, oral communication, time management and studying techniques that will assist him/her in the successful completion of a degree in biology. Emphasis will also be placed on careers in the biological sciences.

***BIO 210 Core Principles of Ecology and Evolution (4SH)***

A study of the fundamentals of ecology and evolution and their interrelationships. The ecological dynamics of populations and population genetics are examined in detail. Other topics included are ecosystem and community structure and function, the nature and evolution of life history traits, human ecology, the historical development of the theory of evolution, speciation, and the major events of macroevolution. Biology education majors enrolling in the course will be required to complete 10 hours of clinical internships in public school classrooms. Prerequisites: BIO 110 and 111, or BIO 101 and 102, and MAT 203. Lab fee required.

***BIO 211 Core Principles of Genetics (4SH)***

A study of the principles of inheritance, Mendelian laws of transmission, molecular aspects of gene action, and the role of genes in development. Prerequisites: BIO 110 and 111, or BIO 101 and 102, and completion of the General Education Program in mathematics. Lab fee required.

***BIO 227 Human Anatomy and Physiology of Motion Systems and Respiration (4 SH)***

A general introductory course in the principles of human anatomy and physiology. Topics covered will include histology, the skeletal system, the muscular system, the nervous system, the cardiovascular system and the respiratory system. Laboratory will emphasize anatomy. Intended for physical education majors. Prerequisites: BIO 110 or BIO 101 or exemption by exam; MAT 101 or its equivalent. Lab fee required.

***BIO 291 Sophomore Seminar (1SH)***

This course is designed to help students majoring in biology view themselves as pre-professionals preparing for a career in the biological sciences. The course offers students opportunities to hear from and speak with professionals in a broad range of biological-related fields. Students are also informed about the admission requirements and nature of graduate school, medical school, and training in a variety of health-allied and biotechnology fields. Students are instructed in how to seek out and apply for internships appropriate to their career goals. Prerequisites: BIO 110 and 111, or BIO 101 and 102, and sophomore standing.

***BIO 311 Cell Biology and Genomics (3SH)***

Students will examine the principles of cell biology and genomics in the context of biochemistry, molecular biology, and genetics. The historical progression of discoveries and the framework of the major concepts of cellular and molecular biology will be discussed. Classroom discussions and student presentations of recent journal articles will provide an opportunity for students to continue their development of critical thinking, experimental design, and communication skills. Co-requisite: CHE351; Prerequisite: BIO211.

***BIO 319 Teaching Secondary School Science (3SH)***

(Cross Reference: CHE 319, EDU 319) Covers methods of teaching general and advanced science. Topics include the use of laboratory materials and replica models, the role of computer simulations, safety practices, NSTA standards, textbook selection criteria and general classroom, laboratory and field trip organization. Also considers the impact of modern science on selected social and ethical issues and how these issues might be considered in a high school science classroom. Prerequisites: EDU 102 and 201, four semester hours of college-level chemistry, four semester hours of college-level biology and completion of 20 hours of clinical internships in public school classrooms. (Offered as needed)

***BIO 325 Invertebrate Zoology (4SH)***

An introduction survey of invertebrate zoology, including the taxonomy, morphology, development and ecology of freshwater, marine, terrestrial, and parasitic invertebrates. The laboratory component of the course emphasizes observations of living material, including some observations in the field. Prerequisites: BIO 110 and 111, or BIO 101 and 102. Lab fee required. (Offered in alternate years)

***BIO 327 Human Anatomy and Physiology I (4SH)***

A general course in the principles of human anatomy and physiology intended for biology majors. Part one of a two-semester series. Topics covered include histology, the skeletal system, the muscular

system, the nervous system, the cardiovascular system, and the respiratory system. Laboratory will emphasize anatomy and will incorporate problem-based learning technique. Additionally, current research articles in physiology will be discussed. Offered in alternate years. Prerequisites: BIO 101 or BIO 110; MAT 101 or its equivalent. Lab fee required.

*BIO 328 Human Anatomy and Physiology II (4SH)*

A general course in the principles of human anatomy and physiology intended for biology majors. Part two of a two-semester series. Topics covered include the integumentary system, the lymphatic system, the digestive system, the urinary system, metabolism, nutrition, and reproduction and development. Laboratory will emphasize anatomy, techniques used to measure bodily processes, and will incorporate problem-based learning techniques. Additionally, current research articles in physiology will be discussed. Offered in alternate years. Prerequisites: BIO 101 or BIO 110; BIO 227 or BIO 327; MAT 101 or its equivalent. Lab fee required.

*BIO 330 Microbiology (4SH)*

An introduction to the study of microorganisms including training in methods of cultivation, isolation, staining and recognition. Prerequisites: BIO 110 and 111, or BIO 101 and 102, CHE 101, CHE 102, and CHE 351. Lab fee required. (Offered in alternate years)

*BIO 350 Plant Science (4SH)*

A study of the general structure, life cycles, and evolutionary history of all the major plant groups, and of the most significant features of the physiology, anatomy, growth and development, classification, ecology, and human importance of the angiosperms. The laboratory component of the course will emphasize the systematics of the major angiosperm families. Prerequisites: BIO 110 and 111, or BIO 101 and 102, CHE 101, and CHE 102. Lab fee required. (Offered in alternate years)

*BIO 360 Applied Ecology: The Human Predicament (4SH)*

(Cross Reference: ES 360) A study of the ecological bases for the human environmental predicament. Topics will include: the structure and function of ecosystems and services they provide to human populations; the principles of population dynamics and their application to human populations; the distribution and characteristics of biomes in relation to human land use; the current and projected production of human food; the current and projected human use of land, water, forests, and energy; pollution and other disruptions to ecological services; the social and political context of some environmental problems and their potential solutions. Laboratory studies will include the study of techniques to quantify anthropomorphic modifications of ecological communities, and the technologies used to reduce or ameliorate human environmental impacts. Prerequisites: BIO 210 or ES/BIO 103. Lab fee required. (Offered as needed)

*BIO 370 Behavioral Ecology (3SH)*

A study of the central questions in the evolution of adaptive behavior. Topics include how behavior contributes to survival and reproduction, and how behavior is influenced by the surround environment. This course will also teach research skills in the area of behavioral ecology through an independent research project. Prerequisite: BIO 210 (Offered in alternate years)

*BIO 391 Biology Seminar I (1SH)*

An introduction to the scientific seminar, including instruction in the critical analysis and preparation of technical biology seminars. In addition, students will be assisted in the selection and development of the topics for their senior biology seminars, including instruction in techniques for searching and interpreting scientific literature. Prerequisites: BIO 210, BIO 211, and junior standing.

*BIO 392 Biology Seminar II (1SH)*

Further instruction in the critical analysis and preparation of technical biology seminars. In addition, students will be assisted in the preparation of a bibliography and an outline of their senior biology

seminars and will present a preview seminar to the class. Prerequisites: BIO 210, BIO 211, and junior standing.

***BIO 411 Advanced Molecular Genetics (3SH)***

An in-depth and advanced investigation into the molecular dynamics of gene regulation with emphasis on signal transduction, genome structure, gene families, mobile genetic elements, genetic variation, mutant screens, developmental genetics, and comparative genome analysis. The course will focus on the genetic events at the molecular level of the gene across a wide spectrum of prokaryotic and eukaryotic organisms. Various model systems will be studied to illustrate the impact of genetic and molecular experimental approaches on the current understanding of conserved biological processes in the context of functional genomics. Classroom discussions and student presentations of recent journal articles will provide an opportunity for students to continue their development of critical thinking, experimental design, and communication skills. Prerequisites: BIO 211 and CHE 351, or permission of the instructor.

***BIO 426 Natural History of Vertebrates (4SH)***

This course examines vertebrate form and function from evolutionary and ecological perspectives. We will explore the diversity of vertebrates, characteristics that define major taxa, and relate those characteristics to evolutionary processes. In lab, students will use dissection to study the comparative morphology of major vertebrate groups. In addition, students will be introduced to field techniques in vertebrate studies. Prerequisites: BIO 210 and 211. Lab fee required. (Offered as needed)

***BIO 461 Introduction to Biochemistry (3SH)***

(Cross Reference: CHE 461) A one-semester, non-laboratory study of carbohydrates, lipids, proteins, nucleic acids, vitamins and enzymes. Prerequisites: BIO 110 or BIO 101; CHE 351, 351L, 352, 352L; or permission of the instructor. (Offered in alternate years)

***BIO 490 Research in Biology (1-3SH)***

Directed independent laboratory and field research in biology. Students will be strongly encouraged to present their research in the form of a poster or oral presentation at a scientific conference such as the South Carolina Academy of Sciences. This course may be repeated for additional credit. Prerequisite: permission of the instructor.

***BIO 491 Biology Seminar III (1SH)***

Advanced instruction in the critical analysis and preparation of technical biology seminars. Students will be assisted in the final preparations for the presentation of their senior biology seminars. Final seminars will be presented to and evaluated by a panel of at least four faculty from the Department of Science and Mathematics. Prerequisites: BIO 110 and 111, or BIO 101, 102, BIO 391 and 392, and senior standing; or permission of the instructor.

***BIO 199, BIO 299, BIO 399, BIO 499 Special Topics (1-12SH)***

To be offered at the discretion of the biology instructor either as a directed research project or for non-listed course offerings such as entomology, mycology, plant pathology, plant taxonomy, or advanced topics in cell and molecular biology, ecology, evolution, or physiology. Lab fee may be required.

**Business – Administration (BA)**

***BA 101 Introduction to Business (3SH)***

A study to cover the fundamentals of business and the functional areas of management, marketing, operations, accounting, information systems, finance, and legal studies. The course will address the management side of business, examine the importance of marketing and human resources, and the way businesses manage information for both internal users and reporting to external constituents. In addition, the course is aimed for anyone preparing for a business career. The course will include relevant case studies, Internet and application exercises.

***BA 200 Business Applications Software (3SH)***

An introduction to the fundamentals of operating systems, word processing, spreadsheets, graphics and database management software programs used in business with emphasis on personal computers.

***BA 210 Foundations of Entrepreneurship (3SH)***

This course is designed for students across all academic areas to provide an overview of the entrepreneurship discipline and core concepts. Primary topics covered in this course include the role of entrepreneurship and innovation in society, entrepreneurial mindset and characteristics, recognizing and pursuing opportunities, and different facets of owning a business. Prerequisite: MAT 101 or its equivalent.

***BA 212 Financial Accounting (3SH)***

An introduction to accounting concepts with user emphasis pertaining to financial accounting implications and the relationship of accounting procedures to the overall business environment. Topics include: the accounting cycle, accrual vs. cash basis accounting, the income statement, the balance sheet, the statement of cash flows, and financial statement analysis. Prerequisite: BA 101 and MAT 101 or its equivalent.

***BA 213 Managerial Accounting (3SH)***

A study of the analysis and internal use of accounting data in the management of enterprises. Topics include cost- volume-profit analysis, decision analysis, budgeting, standard costing, segment reporting, variance analysis, and an introduction to product costing methods. Prerequisite: BA 212.

***BA 215 Financial Literacy (3 SH)***

An introduction to personal finance with a focus on developing a financially literate person who is capable of making sound financial decisions based on financial and life goals. This course will focus on budgets, debt, credit worthiness, philanthropy, consumer awareness, retirement, and real estate. Prerequisites: MAT 101

***BA 222 Principles of Economics: Macroeconomic Concepts (3SH)***

Emphasis is on analysis and development of a framework of economic thinking. A study of the determinants of national income and of economic growth; monetary and fiscal policy; unemployment and recessions. Prerequisite: MAT 101 or its equivalent.

***BA 223 Principles of Economics: Microeconomic Concepts (3SH)***

Study of the working of individual markets and of the relations among these markets; optimization and maximization of the use of scarce resources; demand and supply analysis; indifference curves and budget constraints; price elasticity of demand; cost analysis; marginal concepts; and price determination. Prerequisite: MAT 101 or its equivalent.

***BA 300 Advanced Business Applications Software (3SH)***

Advanced business microcomputer applications in areas of accounting, management, marketing, presentation techniques and data base management. Prerequisites: BA 200 and admittance into the business administration program.

***BA 303 Personal Finance (3SH)***

A course on the dynamics of management of personal finances including consumer purchases, budgeting, insurance, long-term financial planning techniques, investments, income taxes, use of credit and estate planning. Designed for non-business and business students. Prerequisite: admittance to the business administration program, or MAT 101(or its equivalent) and junior standing.

***BA 305 Executive Round Table (1SH)***

This leadership course provides direct engagement with successful community leaders, entrepreneurs, and business executives for students of all academic majors. Class sessions feature distinguished guest speakers who have excelled in their personal lives and careers. The course follows a round table format allowing students to meet and learn from these exceptional leaders in an up-close and personal setting. Examples of topic discussions include ethical leadership, social responsibility, career success strategies, and personal skill development to thrive in for-profit, non-profit, and government career paths. Prerequisite: junior standing.

***BA 311 Organizational Behavior (3SH)***

Examines the complex relationships among individuals, groups and organizations. Emphasizes a dynamic systems approach to understanding and facilitating work relationships through the study of the interaction of individual needs, abilities and traits with organizational goals and structure. Prerequisite: BA 340.

***BA 314 Federal Income Tax (3SH)***

Introduces the student to federal income tax regulations with emphasis on individual income tax applications. Prerequisite: admittance into the business administration program.

***BA 320 Financial Management (3SH)***

The study of capital requirements and methods of acquiring funds, capital markets, planning efficient use of capital, asset management techniques, financial analysis, cash flow, capital budgeting, and the cost of capital. Prerequisites: admittance to the business administration program, or completion of BA 213, BA 222, BA 223 and MAT 203.

***BA 321 E-Commerce (3SH)***

The course objective is to provide students with an introduction to electronic commerce from a management and technical perspective. This course is designed to familiarize individuals with current and emerging electronic commerce technologies. Topics include networks, security and privacy issues, various internet business models, legal and social issues, and the use of web development and database tools. Prerequisites: BA 330.

***BA 322 Intermediate Macroeconomic Analysis (3SH)***

Monetary policy, determination and role of interest rates; theory of the business cycle, recessions and policy options to deal with this. The topic of economic growth and development, which was begun in BA 222, will be expanded significantly in this course. Time permitting: international trade issues such as the balance of payments and comparative advantage. Prerequisite: BA 222.

***BA 323 Intermediate Microeconomic Analysis (3SH)***

More sophisticated tools of microeconomic analysis will be taught: utility theory, utility maximization, indifference curves, budget constraints, consumer and producer surplus, economic rent, input price determination, production in the long run, returns to scale, the firm's choice of input combination, isoquant and isocost lines. Prerequisite: BA 223.

***BA 330 Principles of Marketing (3SH)***

A study of modern marketing philosophy, current and historical marketing theory and product management, the structure of distribution and pricing, and evolution of the marketing effort. Prerequisites: ENG 112 and admittance to the business administration program.

***BA 332 Advertising/Sales Promotion Management (3SH)***

A study of managerial problems encountered in planning, executing, controlling, and evaluating advertising/sales promotion and other marketing communications programs. Problems in positioning, setting volume and profit goals, developing strategy, budgeting expenditures, interpreting research data, and working in a client-agency relationship will be examined. Prerequisites: BA 330.

***BA 333 Consumer Behavior (3SH)***

Examination of theory and recent research concerning buyer decision process. Interdisciplinary science studies on individual, family and organizational purchase behavior are considered. Present and potential applications for marketing in the public and private sector are illustrated with cases. Prerequisites: BA 330.

***BA 335 United States Business History (3SH)***

(Cross Reference: HIS 335) Traces the development of business in the United States from the Colonial period to the end of the twentieth century. Emphasis is placed on economic and institutional factors, and

also on the lives of great entrepreneurs. Prerequisite: ENG 112 and admittance to the business administration program.

***BA 340 Principles of Management (3SH)***

A study of modern management philosophy, current and historical management theory, and the evolution of managerial practices. The planning, organizing, directing and controlling activities of a business unit are examined in detail. Prerequisite: admittance to the business administration program.

***BA 341 Legal Environment in Business (3SH)***

An introduction to legal systems and the business-related provisions of the U.S. Constitution; to the common law of torts and business organizations; to administrative law and procedures; to regulatory programs involving labor, antitrust, and securities; to the impact of foreign and domestic laws on international business and to the application of legal and ethical reasoning to business analysis. Prerequisite: ENG 112 and admittance to the business administration program.

***BA 342 Management of Human Resources (3SH)***

A survey of human resource management: job analysis and design; recruitment and selection; appraisal, training and employment; compensation and health; and employee relations. Prerequisites: BA 340.

***BA 343 Internship in Management (3SH)***

Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See BA 445/446 Applications of Business Administration) Prerequisites: BA 340 and junior standing.

***BA 344 Managing Production/Operations (3SH)***

A survey of the production and operation systems common to all types of business organizations including basic problems in production of goods and services and study of modern concepts and techniques to plan and control operations. Prerequisite: BA 340.

***BA 345 International Business (3SH)***

This course emphasizes the different strategic approaches to international business, the different methods of organizing for and entering international markets, and the pros and cons of the different methods of entering international markets as well as a study of firms and nations that assist business organizations in developing international markets. Prerequisite: BA 340.

***BA 347 Internship in Entrepreneurship (3SH)***

Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work (See BA 445/446 Applications of Business Administration). Prerequisites: BA 210 and junior standing.

***BA 346 Internship in Marketing (3SH)***

Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See BA 445/446 Applications of Business Administration) Prerequisites: BA 330 and junior standing.

***BA 348 Internship in Sport Marketing (3SH)***

Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See BA 445/446 Applications of Business Administration) Prerequisites: BA 372 and junior standing.

***BA 349 Leadership (3SH)***

This course reviews research and practice in organizational leadership; provides students with self-assessment, developmental exercises, and case studies to prepare students for leadership roles. Prerequisites: BA 340

***BA 350 Creating and Launching the Venture (3SH)***



This course examines the process of new venture creation and launch, focusing on opportunity feasibility, start-up requirements, and business model development. Primary topics covered in this course include identifying business ideas and customers, market testing and iteration, securing resources, and launching a viable business model. Prerequisite: BA 101 or BA 210.

***BA 351 Entrepreneurship Across Contexts (3SH)***

This course provides an overview of the different types of entrepreneurship, spanning multiple frameworks and contexts. Primary topics covered in this course include small business, corporate, nonprofit, and social entrepreneurship, among many other types, to enhance synthesis of the entrepreneurial mindset across multiple environments. Prerequisite: BA 101 or BA 210.

***BA 352 Creativity and Innovation (3SH)***

This course examines interdisciplinary conceptualizations of creativity and innovation. Primary topics covered in this course include creative thinking techniques, brainstorming, problem solving, and sustaining innovation. Prerequisite: BA 101 or BA 210.

***BA 353 Entrepreneurial Marketing (3SH)***

This course examines marketing challenges and decisions related to entrepreneurship, focusing on results-oriented approaches for business owners. Primary topics covered in this course include market identification, entrepreneurial pricing strategy, product development and branding, marketing tools and tactics, and strategy development. BA 101 or Prerequisite: BA 210.

***BA 354 Internship in Economics (3SH)***

Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See BA 445/446 Applications of Business Administration) Prerequisites: BA 322 or BA 323.

***BA 360 Economics of the Public Sector (3SH)***

Also known as "Public Finance", this course studies the magnitude, rationales, and effects of government intervention in the economy. As a result, the economics of rent-seeking, taxation, and regulation are thoroughly investigated. Prerequisite: either BA 222 or BA 223.

***BA 371 Sport Management (3SH)***

An introduction to the scope of the sport enterprise including why business is involved in sport and an overall evaluation of sport management as a profession. Overview of managerial theories and applications including responsibilities and practices associated with broad perspectives of sport enterprise. Prerequisites: BA 340.

***BA 372 Sport Marketing (3SH)***

Application of fundamental marketing concepts to the sport industry. Marketing research, promotions, fundraising, advertising, and assessment of marketing programs specific to sport will be covered. The historical development of sport marketing will be included. Prerequisites: BA 330.

***BA 425 Marketing Research (3SH)***

Investigates the theory and practice of marketing research with emphasis on the problem-oriented nature of marketing research and how research activities are implemented by marketing researchers and used by managers. Prerequisites: BA 330.

***BA 432 Customer Relationship Management (3SH)***

Techniques, procedures, and software applications for database marketing, managing customer relations, and mining large databases. Prerequisites: BA 330.

***BA 441 Entrepreneurial Finance (3SH)***

This course examines financial challenges and decisions related to entrepreneurship, focusing on issues relevant to the entrepreneur and potential investors. Primary topics covered in this course include financial statement analysis, venture valuation, raising additional capital, debt and equity financing, and financial performance evaluation. Prerequisite: BA 101 or BA 210.

*BA 442 Managing and Growing the Venture (3SH)*

This course examines issues related to managing and growing entrepreneurial ventures, focusing on post-launch decisions and actions. Primary topics covered in this course include small business management, business planning, managing people and resources, operational and financing decisions, and other growth and exit considerations. Prerequisite: BA 101 or BA 210.

*BA 443 Strategic Management (3SH)*

An integrative capstone/assessment course covering the concept of strategy, tasks and process of business strategy and policy formation and implementation. Particular emphasis is placed on aligning the functional and behavioral processes of the organization to accomplish the corporate mission and objective. Case methodology is applied. Prerequisites: BA 320, BA 330, BA 340, and BA 341.

*BA 444 Marketing Management (3SH)*

Research methodology as applied to marketing problems; includes research problem definition, sample design, data collection procedures, valid and reliable measurement, data analysis techniques, and sales forecasting fundamentals. Prerequisites: BA 330 and BA 340.

*BA 445, Applications of Business Administration (3SH)*

*BA 446 Applications of Business Administration (3SH)*

The application of business administration course consists of actual work experience in an industrial, commercial, governmental, or institutional setting. Must be taken on the ABCDF grading system to be applied to the business major. For more information, consult Internship Program in the Academic Catalog. Prerequisites: BA 340 and junior standing.

*BA 447 Business Ethics (3SH)*

This course provides an increased understanding of some concepts of moral philosophy and their relevance to decision making and an improved ability to apply this understanding in a wide variety of practical management settings. Includes an examination of corporate espionage, bribery, antitrust, merger, and environmental issues. Prerequisites: admittance to the business administration program.

*BA 448 Study Away: Management (3SH)*

This course is a study away experience, normally lasting one week or more, that takes students outside their usual surroundings. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ in different regions of the U.S. and in regions outside the U.S. This is accomplished through a series of papers completed prior to and following the study away experience. An introduction to the study of the theory and practice of the field of international management that focuses on managerial, operational, strategic, and environmental factors. The roles of intercultural communication and cross-cultural awareness in successful regional and global strategies are emphasized. Prerequisites: ENG 111 and BA 340.

*BA 449 Experiential Learning in Management (3SH)*

This course provides the student with firsthand experience in problem solving and decision making in a business environment. Students will work as part of a team on an actual business case culminating in a thorough report, recommending solutions for the firm's problems. Prerequisites: ENG 111 and BA 340.

*BA 450 Experiential Learning in Economics (3SH)*

This course provides the student with firsthand experience in researching one area of economics in depth. Students will work in directed readings to investigate with emphasis in the techniques of analysis culminating in a thorough report. Prerequisites: ENG 111 and ECO 322 or ECO 323.

*BA 451 Study Away: Marketing (3SH)*

This course is a study away experience, normally lasting one week or more, that takes students outside their usual surroundings. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ in different regions of the U.S. and in regions outside the U.S. This is accomplished through a series of papers completed prior to and following the study away experience. This course provides the conceptual framework for marketing across regional and national borders, as well as marketing within different regional and foreign environments. Students study how marketing programs are developed, as well as the various factors that affect decision-making in a national or international setting. Prerequisites: ENG 111 and BA 330.

*BA 452 Experiential Learning in Marketing (3SH)*

This course provides the student with firsthand experience in problem solving and decision making in a business environment. Students will work as part of a team on an actual business case culminating in a thorough report, recommending solutions for the firm's problems. Prerequisites: ENG 111 and BA 330.

*BA 453 Study Away: Entrepreneurship (3SH)*

This course is a study away experience, normally lasting one week or more, that takes students outside their usual surroundings. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ in different regions of the U.S. and in regions outside the U.S. This is accomplished through a series of papers completed prior to and following the study away experience. The course provides the conceptual framework for entrepreneurship across regional and national borders, as well as within different regional and foreign environments. Students study the various factors that affect decision-making in a national or international setting. Prerequisites: ENG 111 and BA 350.

*BA 454 Experiential Learning in Entrepreneurship (3SH)*

This course provides the student with firsthand experience in problem solving and decision making in a business environment. Students will work as part of a team on an actual business case culminating in a thorough report, recommending solutions for the firm's problems. Prerequisites: ENG 111 and BA 350.

*BA 458 Study Away: Sport Management (3SH)*

This course is a study away experience, normally lasting one week or more, that takes students outside their usual surroundings. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ in different regions of the U.S. and in regions outside the U.S. This is accomplished through a series of papers completed prior to and following the study away experience. An introduction to the study of the theory and practice of the field of sport management that focuses on managerial, operational, strategic, and environmental factors. The roles of intercultural communication and cross-cultural awareness in successful regional and global strategies are emphasized. Prerequisites: ENG 111 and BA 340.

*BA 459 Experiential Learning in Sport Management (3SH)*

This course provides the student with firsthand experience in problem solving and decision making in a sport business environment. Students will work as part of a team on an actual business case culminating in a thorough report, recommending solutions for the firm's problems. Prerequisites: ENG 111 and BA 340.

*BA 460 Study Away: Economics (3SH)*

This course is a study away experience, normally lasting one week or more, that takes students outside their usual surroundings. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ in different regions of the U.S. and in regions outside the U.S. This is accomplished through a series of papers completed prior to and following the study away experience. The course provides the conceptual framework for economics across regional and national borders, as well as within different regional and foreign environments. Students study the various factors that affect decision-making in a national or international setting. Prerequisites: ENG 111 and BA 322 or BA 323.

*BA 299, BA 399, BA 499 Special Topics (1-12SH)*

To be offered at the discretion of the department. Examples of possible special topics: Development of Economic Thought, "Green Economics": The Environment and Human Economic Welfare, Applied Business Statistics. Prerequisite for BA 299: BA 101. Prerequisite for BA 399 or 499: BA 340.

**Business – Management (BM)**

*BM 210 Survey of Accounting (3SH)*

This course is an introduction to financial and managerial accounting principles with exposure to basic accounting statements, processes, and management applications. Prerequisite: MAT 101 or equivalent

*BM 220 Economic Concepts (LA – BEH) (3SH)*

This course provides student with the essential tools and techniques of economic analysis. Prerequisite: MAT 101 or its equivalent.

*BM 230 Survey of Marketing (3SH)*

This course is an introduction to the world of marketing and business principles with exposure to marketing processes and applications.

*BM 240 Survey of Management (3SH)*

This course is an introduction to planning, organizing, directing, and controlling activities of a business unit.

*BM 250 Business Law (3SH)*

This course is an introduction to legal rights, jurisdiction and the courts, dispute resolution, torts, business crimes, contracts, warranty and product liability, agency, consumer, environmental, employment, and property law.

*BM 310 Financial Statement Analysis (3SH)*

This course explores the basic tools necessary to analyze financial statements. It examines ratio analysis, cash flow analysis, balance sheet and income statement analysis, and trend analysis. It focuses on cash flow generation, liquidity, leverage, profitability, and asset utilization. Prerequisite: Admittance to the Business Management major.

*BM 320 Business Finance (3SH)*

This course discusses the financial environment and examines the basic financial decisions made by financial managers. Time value of money principles are introduced and applied to financial decisions. Capital budgeting, capital structure, and working capital management decisions are emphasized. Prerequisite: Admittance to the Business Management major.

*BM 340 Operations Management (3SH)*

This course focuses on the management of the production function with special attention given to production, inventory, quality, and cost control. Prerequisite: Admittance to the Business Management major.

*BM 341 Human Resources and Organizations (3SH)*

This course provides an introduction to the principles, practices, and programs relevant to managing human resources in a modern organization. Prerequisite: Admittance to the Business Management major.

*BM 350 Leadership and Professional Ethics (3SH)*

This course examines leadership approaches and scenarios important to any business or organization. Students will explore ethics from a wide variety of industries to gain an understanding about why ethical choices are important for business professionals. Students will apply specific decision-making approaches and ethical frameworks to develop sound decision-making, effective leadership, and awareness skills. Prerequisite: Admittance to the Business Management major.

***BM 360 Management Information Systems (3SH)***

This course studies the implementation of technology, the social environment of information systems, and how information is managed as an organizational resource and a strategic advantage. Defining and integrating systems that support and align with the operational, administrative, and strategic needs throughout the organization will also be addressed. Prerequisite: Admittance to the Business Management major.

***BM 361 Applied Business Information Management (3SH)***

The emphasis of this course is hands-on applications of computer software including Windows, database, spreadsheets, and word processing. Students will be exposed in-depth to business uses through simulation projects. Students are also introduced to PowerPoint and other business applications. An analysis of the impact of these programs on the business environment will also be studied. Prerequisite: Admittance to the Business Management major.

***BM 370 Global Business (3SH)***

This course covers the theory and practice entailed in conducting business enterprises across international boundaries. Thus, corresponding issues and theories related to economics, management, finance, and marketing at the international level will be taught. Students completing this course will be much better prepared to carry out global business activities. Prerequisite: Admittance to the Business Management major. Prerequisite: Admittance to the Business Management major.

***BM 440 Business Policies (3SH)***

This is an integrative capstone/assessment course covering the underlying theory and frameworks that provide the foundations of successful business strategy. Emphasis is placed on the development of the student's ability to think strategically by examining the tools for conducting a strategic analysis and determining the competitive context in which organizations operate. Prerequisite: BM 320, BM 330, BM 340, BM 360, and BM 370.

**Coker College (CC, CW, CAP)**

***CC 101 Coker College 101 (1SH)***

This course is designed to integrate first-year students academically and socially into the college environment. The students will develop an understanding of the liberal arts education, an appreciation of the values and traditions behind the Coker College experience, and a strong sense of belonging to the College community. The course will improve learning and thinking skills as well as self-management. Additionally, students will be required to attend four wellness activities sanctioned by the Campus Activities program.

***CC 102 Career and Major Exploration (1SH)***

This course is designed to provide an overview of the academic curriculum for students who have not declared a major. Students will explore all academic programs and/or departments to learn about courses of study and career opportunities in each major. The seminars will guide students through projects and assessments in which they will identify their interests, values, skills, and abilities to help them define and clarify their academic and career plans. This course is required for freshmen in the day program who have not declared a major. Students who have selected a major may substitute a departmental freshman seminar course when available.

***CC 130 Technology Literacy (3SH)***

This course serves to increase students' technological knowledge and skills by presenting the fundamentals of various learning platforms and operating systems. Among various topics, students will discuss how to use technology ethically and appropriately to facilitate professionalism.

**Coker Wellness (CW) activity courses (1SH)**

These courses are designed to help students explore topics that can help increase wellness and provide a foundation for a healthy lifestyle. Topics vary by semester and are taken on a Satisfactory / No Credit (S / NC) basis. Possible courses include:

CW 101 Yoga  
CW 102 Zumba  
CW 103 Meditation  
CW 104 Stress Management  
CW 105 Ultimate Frisbee  
CW 106 Pilates  
CW 107 Circuit Walking  
CW 108 Jogging  
CW 109 Golf  
CW 112 Tennis  
CW 113 Weight Training  
CW 114 Yoga for Anxiety

***CAP 300 It's Your Story: Pillars in Action (3SH)***

Students will develop scholarly work unifying their experiences from each set of Pillars coursework. the scholarly work is based on specific learning objectives from their Integrated Knowledge and Engaged Learning Pillar courses. Prerequisites: Student has taken at least 5 of the 6 required general education Pillar courses, or has an approved Customized Course of Study.

**Chemistry (CHE)**

***CHE 101 General Chemistry I (3SH)***

A course in basic chemical principles. Topics include: periodicity, stoichiometry, chemical and nuclear reaction types, coordination chemistry, atomic and molecular nomenclature, structure, and properties. Prerequisite: MAT 101 or its equivalent.

***CHE 101L General Chemistry I Laboratory (1 SH)***

Development of laboratory and mathematical skills through experiments designed to illustrate chemical concepts. Pre- or corequisite: CHE 101. Lab fee required.

***CHE 102 General Chemistry II (3SH)***

An introduction to the principles of chemical kinetics and thermodynamics and their application to chemical reactions, with an emphasis on solution chemistry. Prerequisites: CHE 101.

***CHE 102L General Chemistry II Laboratory (1 SH)***

A continuation of CHE 101L, focused on the development of quantitative and analytical laboratory skills. Pre- or corequisite: CHE 102. Lab fee required.

***CHE 201 Forensic Science (3SH)***

An introduction to the principles of Forensic Science including: inorganic and organic characterization techniques, DNA and blood analysis and other various crime scene investigation techniques. This class does not count toward a major or minor in chemistry. Prerequisites: CHE 101 and either BIO 101 or BIO 110.

***CHE 319 Teaching Secondary School Science (3SH)***

(Cross Reference: BIO 319, EDU 319) Covers methods of teaching general and advanced science. Topics include the use of laboratory materials and replica models, the role of computer simulations, safety practices, NSTA standards, textbook selection criteria and general classroom, laboratory and field trip organization. Also considers the impact of modern science on selected social and ethical issues and how these issues might be considered in a high school science classroom. Prerequisites: EDU 102 and 201, four semester hours of college-level chemistry, four semester hours of college-level biology and completion of 20 hours of clinical internships in public school classrooms. (Offered as needed)

***CHE 340 Chemistry Internship (1-3 SH)***

Designed to give chemistry majors and minors academic credit for experience acquired in supervised work in the field of chemistry. Students will meet with their advisors and the Director of the Center for

International and Experiential Education to arrange internship placements. Internships will be supervised by site mentors and evaluated by the chemistry faculty. This course may be repeated for additional credit. Prerequisites: CHE 102 and junior standing.

*CHE 351 Organic Chemistry I (3SH)*

A survey of the structure, nomenclature, properties, and reactions of carbon compounds. Fundamental reaction types are studied in detail. Prerequisites: CHE 102, 102L. Corequisite: CHE 351L.

*CHE 351L Organic Chemistry I Laboratory (1SH)*

A study of the techniques for synthesis, purification, and characterization of carbon compounds. Prerequisites: CHE 102, 102L. Pre- or corequisite: CHE 351. Lab fee required.

*CHE 352 Organic Chemistry II (3SH)*

A continuation of CHE 351 emphasizing the chemistry of aromatic and carbonyl compounds. Prerequisites: CHE 351, 351L. Corequisite: CHE 352L.

*CHE 352L Organic Chemistry II Laboratory (1SH)*

A continuation of CHE 351L including more challenging syntheses as well as qualitative analysis of carbon compounds. Prerequisites: CHE 351, 351L. Pre- or corequisite: CHE 352. Lab fee required.

*CHE 381 Physical Chemistry I (3SH)*

The laws of thermodynamics, chemical kinetics, electrochemistry, and their application to physical and chemical changes of state. Prerequisites: CHE 102, CHE 102L. Pre- or corequisites: PHY 203, PHY 203L, MAT 222. (Offered in alternate years)

*CHE 382 Physical Chemistry II (3SH)*

Quantum mechanics of model systems and molecular spectroscopy with discussion of practical applications of spectroscopy. Prerequisites: CHE 102, CHE 102L, Pre- or corequisites: PHY 204, PHY 204L, MAT 222. (Offered in alternate years)

*CHE 382L Physical Chemistry Laboratory (1SH)*

Experiments designed to illustrate the principles of physical chemistry covered in CHE 381 and CHE 382. Pre- or corequisite: CHE 381 or CHE 382. Lab fee required. (Offered in alternate years)

*CHE 401 Analytical Chemistry (3SH)*

An integrated view of the theories and methods for solving various problems in chemical analysis, including traditional methods of quantitative analysis and contemporary methods in analytical instrumentation. Emphasis on clear definition of analytical problems, selection of appropriate methodologies to solve them, selection of acceptable limits of accuracy and precision, and proper evaluation, interpretation and optimization of data. Prerequisites: CHE 102, CHE 102L. (Offered in alternate years)

*CHE 401L Analytical Chemistry Laboratory (1SH)*

Development of skills in traditional and contemporary analytical techniques, including acid-base titration, precipitation, complex formation, and oxidation-reduction reactions. Instrumental techniques include spectroscopy (infrared, visible, ultraviolet, and fluorescence), chromatography, mass spectrometry, and electrochemical methods. Pre- or corequisite: CHE 401. Lab fee required. (Offered in alternate years)

*CHE 402 Advanced Inorganic Chemistry (3SH)*

Atomic structure, bonding theory, symmetry and group theory, molecular orbitals, chemistry of the main-group elements, coordination chemistry, and organometallic chemistry. Prerequisites: CHE 102, 102L. (Offered alternate years)

*CHE 402L Advanced Inorganic Chemistry Laboratory (1SH)*

Experiments designed to illustrate the principles of inorganic chemistry covered in CHE 402. Pre- or corequisite: CHE 402. Lab fee required. (Offered in alternate years)

*CHE 461 Introduction to Biochemistry (3SH)*

(Cross Reference: BIO 461) A one-semester, non-laboratory study of carbohydrates, lipids, proteins, nucleic acids, vitamins and enzymes. Prerequisites: BIO 110 or BIO 101: CHE 351, 351L, 352, 352L; or permission of the instructor. (Offered in alternate years)

*CHE 480 Chemistry Seminar (1SH)*

Participation in departmental and discipline-specific activities designed to prepare students for their public seminar presentation. This course may be repeated for additional credit.

*CHE 490 Research in Chemistry (1-3SH)*

Directed independent novel laboratory research in chemistry. This course may be repeated for additional credit. A final written report is required each time the course is elected. Prerequisite: permission of the instructor.

*CHE 199, CHE 299, CHE 399, CHE 499 Special Topics (1-12SH)]*

To be offered at the discretion of the chemistry faculty in areas such as: polymer chemistry, bio-organic chemistry, physical organic chemistry, environmental chemistry, or statistical mechanics. May be repeated for credit when topics vary. Lab fee may be required.

**Chinese (CHI)**

*CHI 101 Elementary Chinese I (3SH)*

*CHI 102 Elementary Chinese II (3SH)*

These courses provide an introduction to the fundamentals of the Mandarin Chinese language. They place an emphasis on pronunciation, basic everyday conversational proficiency, principles of character formation and basic grammatical rules. In addition, they also aid students in understanding the connection between Chinese language and culture; help the students develop survival skills in an authentic Chinese setting. Native speakers may take this course for Satisfactory/No credit only with permission of the instructor. Prerequisite for CHI 102: CHI 101 or the equivalent.

*CHI 1012 Intensive Elementary Chinese (6SH)*

This course presents the material from CHI 101 and CHI 102 in a one-semester format. It emphasizes pronunciation, basic everyday conversational proficiency, principles of character formation and basic grammatical rules. In addition, it also aids the students in understanding the connection between Chinese language and culture; help the students develop survival skills in an authentic Chinese setting. Native speakers may take this course for Satisfactory/No credit only with permission of the instructor. Prerequisite: None.

*CHI 135 The Culture of China (3SH)*

This is an introductory course to Chinese culture. China is a multiethnic country, with a total of fifty-six different ethnic groups or nationalities, and Chinese culture has developed over five thousand years. This course will examine how the cultural exchange and intercultural communication between the different ethnic groups and nationalities have constituted Chinese culture and will also introduce Chinese customs, values, beliefs, taboos and language, including Chinese cuisine, calligraphy, kung fu and performing arts, and ancient architecture. In addition, the course will explore the historic role of China in the global context. No prior knowledge of Chinese language or culture is required.

*CHI 201 Intermediate Chinese I (3SH)*

This is the first half of an intermediate level course in Mandarin Chinese. As the continuation of Elementary Chinese, this course focuses on reinforcing four language skills: speaking, listening, reading, and writing, in order to enhance the students' oral and written communication. It also includes additional aspects of Chinese culture. Prerequisites: CHI 102 or CHI 1012, or the equivalent.



*CHI 202 Intermediate Chinese II (3SH)*

This is the second half of an intermediate level course in Mandarin Chinese. As the continuation of Elementary Chinese, this course focuses on reinforcing four language skills: speaking, listening, reading, and writing, in order to enhance the students' oral and written communication. It also includes additional aspects of Chinese culture. Prerequisites: CHI 201 or the equivalent.

*CHI 2012 Intensive Intermediate Chinese (6SH)*

This is the intensive intermediate level course in Mandarin Chinese. As the continuation of Elementary Chinese, this course focuses on reinforcing four language skills, speaking, listening, reading, and writing, in order to enhance the students' oral and written communication. Advanced study of Chinese culture is included. Prerequisite: CHI 102 or CHI 1012, or the equivalent.

*CHI 210 Intermediate Oral Communication Abroad (3SH)*

This course focuses on speaking and listening to meet the practical needs of students and will help student to better understand Chinese societies. This knowledge will help them understand the connection between language and culture, which will in turn help them develop survival skills in an authentic Chinese setting. This course also promotes the acquisition of a broader range of vocabulary and idiomatic expression. Prerequisite: CHI 102 or CHI 1012, or equivalent. (Offered on approved study abroad trips only)

*CHI 220 Experiencing Chinese Culture in China (3SH)*

This is a unique Chinese culture course that will be taken at a university in China. This course consists of four parts: Tai Chi; Chinese calligraphy and painting or Chinese crafts; history of famous sites in China; and basic survival Chinese dialogues and practice in real Chinese-speaking settings. No prior knowledge of Chinese language or culture is required. (Offered on approved study abroad trips only)

*CHI 301 Advanced Chinese I (3SH)*

This is the first half advanced level Chinese course. This course is designed to further develop students' proficiency in speaking and reading through short essays and articles on and discussions of socio-cultural topics relevant to today's China. Besides learning to read and comprehend a variety of texts from Chinese newspaper/magazine articles, students will also be trained to comprehend authentic spoken Mandarin Chinese, applying appropriate socio-cultural norms and be able to write medium length essays in proper format. Prerequisite: CHI 201 or CHI 2012, or equivalent.

*CHI 302 Advanced Chinese II (3SH)*

This is the second half advanced level Chinese course. This course is designed to further develop students' proficiency in speaking and reading through short essays and articles on and discussions of socio-cultural topics relevant to today's China. Students will learn more sophisticated vocabulary, syntactic structures, and pragmatic usages from Chinese newspaper/magazine articles. Students will also be trained to comprehend authentic spoken Mandarin Chinese, applying appropriate socio-cultural norms and be able to write medium length essays by using sophisticated vocabulary in a proper format. Prerequisite: CHI 301 or equivalent.

*CHI 400 Directed Readings in Chinese Seminar (1-6SH)*

This will consist of supervised readings in selected topics in Chinese language and literature or in selected topics which are relevant to the students' future careers or enrolled majors for the purpose of developing Chinese vocabulary in a secondary field. This course may be repeated for additional credit. Prerequisite: permission of the instructor.(Offered as needed).

*CHI 405 Practicum in Chinese (1-6SH)*

This course will provide internship opportunities in the United States or China. This course may be repeated for additional credit.

*CHI 199, 299, 399, 499 Special Topics*

To be offered at the discretion of the department.

### **College Athletic Administration (MCAA)**

#### *MCAA 510 Current Issues in College Athletic Administration (3SH)*

This class examines the most recent key issues as identified and continually updated by the NCAA on their website. Recent key issues are: academics, commercialism, diversity and inclusion, rules enforcement, playing rules, ethics, and recruiting.

#### *MCAA 515 Sports Information and Communication in Intercollegiate Athletic Programs (3SH)*

This course will focus on defining, developing, and delivering an effective public relations campaign in college and university athletic programs while utilizing mass and social media. Special attention is given to the ways in which digital media and communication technologies are utilized by sports information professionals. The course will cover a wide variety of skill sets and roles necessary to succeed in this continually evolving discipline.

#### *MCAA 520 College Coaching and Athletic Recruiting (3SH)*

This course is a study of the administrative and philosophical issues associated with coaching. Specific topics include: budgeting and travel administration, managerial control and coaching, program planning for coaches, leadership, public relations for coaches, developing a coaching philosophy, sportsmanship and ethics, recruiting strategies, game recording exchange and scouting, scheduling, strategies for parent interaction, off-season workouts and philosophy, team morale, and strategic management.

#### *MCAA 525 NCAA Compliance I (3SH)*

A survey of the most common National Collegiate Athletic Association (NCAA) principles: initial and continuing eligibility, financial aid/benefits, playing and practice seasons, and recruiting. Covers legislation for all three NCAA divisions. Emphasis is given to application of rules in real world scenarios.

#### *MCAA 530 Fundraising in College Athletics (3SH)*

This course is designed to combine fundraising theory with the skills and knowledge needed to implement and develop a successful college athletic fundraising program. In addition to providing insight into how to assess the fundraising environment and evaluate an organization's capabilities, this course will cover topics on board development and using research to design critical campaigns and identify multiple sources of funding.

#### *MCAA 535 Legal and Ethical Issues in Intercollegiate Athletics (3SH)*

This course is designed to provide students with an understanding of the legal and ethical issues associated with the operation of an intercollegiate athletic department. Through the analysis of case studies and current issues, students will focus on the practical application of laws and regulations and the implications that ethics have on decision making and management in intercollegiate athletic administration.

#### *MCAA 540 College Athletic Facilities (3SH)*

This course is designed to provide students with an in-depth look at the planning, design, and management of college athletic facilities. It will concentrate on the latest design trends that are evident in college athletic facilities. This class requires students to attend a multi-day class field trip during which a number of college athletic facilities will be toured. A meeting with an architectural firm will also take place during this class.

#### *MCAA 570 The Business Management of Intercollegiate Athletics (3SH)*

This course will investigate the business related issues encountered by athletic administrators working in a college or university setting. Areas to be examined include governance, conference affiliations, ticketing and ticket sales, economics and finance, staffing, sponsorships and corporate partnerships, income sources, contracts and event management.

#### *MCAA 572 Marketing of Intercollegiate Athletics (3SH)*

This course examines the principles of marketing as they apply to intercollegiate athletics. Concepts unique to the sports product including consumer behavior, media and public relations will be emphasized.

Promotional activities, market segmentation and legal aspects exclusive to intercollegiate athletics will be analyzed as the student develops successful marketing strategies. A focus will be on the elements of a truly effective and strategic marketing plan and the implementation of the plan from the perspective of the athletic administrator.

*MCAA 573 Financial Management of Intercollegiate Athletics (3SH)*

An overview of the issues related to the financial management of intercollegiate athletics. Specific topics include: principles of budgeting, sources of revenue, financial management tools, economic impact, methods of financing, and basic accounting.

*MCAA 590 Internship (3SH)*

This three semester hour (120 contact hours) internship will be completed within a college or university athletic department, league office, or other area related to college athletics. The internship will be related to the career goals of the students and the students will be expected to plan and complete an in-depth project which will benefit the agency for which they are working.

**Communication (COM)**

*COM 101 Speech Communication Skills (3SH)*

The development of speech communication skills for public speaking, group discussion and interviewing in formal and informal situations. The course will also help students develop the critical thinking skills needed for the oral expression of ideas.

*COM 150 Introduction to Mass Communication (3SH)*

A study of the history and theory of mass communication, including print, radio, television, film and the Internet.

*COM 197 Freshman Seminar: Contemporary Issues in Language (1SH)]*

This course addresses contemporary issues in language for majors in Communication, English and Spanish. The course will focus on current articles in and essays that explore the power of language in culture.

*COM 201 Advanced Public Speaking (3SH)*

This is an advanced course that resumes introductory training in public speaking. Emphasis will be on real-world speaking situations. The course combines theory and practice. The course will highlight the use of persuasive presentations techniques as well as a study of various speaking models. The course will include extensive feedback from both the instructors and peers. The intent of the course is to advance students' ability to deliver polished and informed public presentations adapted to a wide range of audiences and speaking situations.

*COM 230 Scope and Methods (3SH)*

(Cross Reference: PSY 230, SOC 230) An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology and sociology. Interested non-majors are also welcome.

*COM 260 Environmental and Sustainability Communication (3SH)*

(Cross Reference: ES 260) This course introduces students to the basics of environmental and sustainability communication studies. By way of an exploration of various scholarly and popular media, this course will identify and analyze familiar expressions and forms of communication (genres, tropes, such as metaphors and synecdoche, and cultural narratives) central to environmental sustainability communication. The focus will be on how different ideas and issues related to environmentalism and sustainability are circulated, used, and contested by different cultural, social, and political communities.

*COM 285 Argumentation (3SH)*

This course explores the ways one can defend and oppose certain propositions, it considers how to argue in a convincing yet inviting way with acquaintances and strangers, and it recognizes the strategies people use in making arguments. The course focuses on developing students' ability to construct sound,

meaningful, evidence-based reasoning. Students exercise character attributes that lead to productive, edifying, healthy exchanges. Prerequisite: COM 101.

*COM 289 Film Criticism (3SH)*

(Cross Reference: ENG 289) This course introduces students to the ways film communicates and creates messages through storytelling such as genre, formal techniques such as editing and sound, and theoretical approaches. Students will practice how to write about the discuss films critically.

*COM 290 Communication, Culture, and Identity (3SH)*

This course engages with contemporary theories of identity. The course views identity as a construction, negotiation, and a process of communicative messages, and embraces an intersectional investigation of identity such as race, class, gender, sexuality, and religion. The aim of this course is to provide students with a greater understanding of how identity is communicated and provide the ability to discuss and argue issues of identity with others.

*COM 295 African American Rhetoric (3SH)*

(Cross Reference: AAS 295) This course surveys the contributions of African American orators such as Martin Luther King Jr., Malcolm X, Barbara Jordan, Fannie Lou Hamer, Tupac Shakur, and Muhammad Ali to American public culture. The course will study African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts. Emphasis will be on Afrocentric and traditional approaches to rhetorical theory and criticism.

*COM 305 Strategies of Persuasion (3SH)]*

This is a course designed to provide students with an overview of various theories of persuasion in American society while at the same time making students critical consumers of persuasion as well as more effective producers of persuasive communication tools.

*COM 307 Public Opinion (3SH)*

(Cross Reference: POL 307, SOC 307) An introduction to the major theories regarding the dynamics of public opinion and the major methods of opinion assessment. Focuses on mass media, propaganda and contemporary social and political issues. Students will conduct a public opinion survey.

*COM 310 Visual Communication (3SH)*

This course surveys recent theories and research of visual communication as employed by popular culture and mass media, including newspapers, magazines, television and advertising. Discussions in this course will focus on analyzing visual communication by way of social, cultural, historical, and psychological approaches.

*COM 321 Voice and Diction (3SH)*

(Cross Reference: THE 321) A practical study of the structure and uses of the human vocal mechanism, as applied to standard American speech. The student will work toward improvement of diction and articulation and will develop an ability to recognize and reproduce regional dialects and rhythmic patterns.

*COM 330 Communication Theory (3SH)*

An introduction to theories of interpersonal and public communication, using approaches drawn from the humanist tradition, the behavioral sciences, and linguistics and semiotics.

*COM 332 Marketing Communications (3SH)*

An introduction to advertising and promotion that emphasizes the necessity of consumer orientation. Covers the functions of advertising and merchandising as well as a general study of appeals, layout, copywriting, media, testing, and other areas that contribute to effective advertising and merchandising. Prerequisite: BA 330 or COM 150.

*COM 335 History of Media (3SH)*

This course examines the history and development of the media. Particular attention will be paid to the 19th, 20th, and 21st centuries, and the role of media as an institution and an agent of change across

time. Students will especially examine the ways that moments of continuity and moments of change have shaped the way we understand media institutions and their broader roles in contemporary societies.

*COM 347 Rhetoric and Civic Controversy (3SH)*

(Cross Reference: POL 347) This course studies the art and practice of rhetoric in contemporary society. Students examine national controversies to understand how people depend and utilize arguments in civic life. This course seeks to enhance students' rhetorical capacities to discern the perspectives, assumptions and promises of others; it focuses on the means by which students can respond to conflict and concord in their communities.

*COM 350 Broadway and Hollywood Musicals in the Twentieth Century (3SH)*

(Cross Reference: ENG 350, MUS 350, THE 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theatre repertoire written for both stage and screen, and will include works written from the 1910s to the present. Most works studied will be of three types: 1) shows originally written for the stage, 2) movie versions of staged shows, and 3) original movie musicals. Class activities will include comparisons of stage versus screen versions; analysis of song lyrics and song forms; visual, dramatic and character analysis; and analysis of the variety of musical styles found in musical theatre. Class content will also include the cultural and economic history of musical theatre and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 112 or ENG 210.

*COM 360 Studies in New Media (3SH)*

What are the implications of new media? How are emerging technologies changing the ways that we live, study, and work in our daily lives? This course will provide student with opportunities to consider what's new about the new media environment and what that relative "newness" teaches us about the changing communication environment.

*COM 361 Media and Social Change (3SH)*

This course will examine the relationship between mass media and social change. Particular emphasis will be placed on the role of media and communication in social environments, especially those social movements in the 20<sup>th</sup> century where mediated communication and/or mass media coverage has helped reflect, if not reinforce, the underlying goals of the movement(s).

*COM 362 Media and Memory (3SH)*

Media impact the ways that we remember and forget. What does it mean to remember, and to forget, in our changing media environment? This course will provide students with the tools to broadly examine how memory is evolving in the present-day, what memory (and remembering and forgetting) have meant in the past, and what memory may mean in the future.

*COM 363 Media and Politics (3SH)*

This course will examine the relationship between media and politics. Particular attention will be given to the ways that various media and various political entities (individuals and institutions) communicate with and about one another to the mass public(s). Students will examine the history and development of the relationship between media and politics, and use this foundational understanding to more fully appreciate the present-day interactions between these two interlinked areas.

*COM 365 Organization Communication (3SH)*

This course is a study of the theory, process and practice of communication within and by organizations. The course discusses the theories of organizational structure and develops an understanding of how organizations use communication to help achieve objectives. The course also includes work on specific tactics organizations use to communicate their messages to various internal and external audiences.

*COM 366 Media Relations and Crisis Communication (3 SH)*

This course is designed to provide students with an overview of how the media operates, how they can utilize media to help their organization achieve objectives, and how they can protect their organization's

reputation in the wake of either internal or external crisis. The vision for the course is to achieve three primary objectives. First, students will develop a concept of how media works in our society. Second, students will develop basic skills in accessing media. Third, students will develop a foundation for the concept of communication in crisis situations as well as an understanding of how crisis and disaster situations can impact the reputation and function of organization and individuals.

*COM 370 Writing for the Media (3SH)*

(Cross Reference: ENG 370) This course explores the concept of news in our democratic society and introduces students to the skills needed by reporters in print, broadcast and online media. The course teaches students how reporters get information and then shape that information through news writing into stories that are clear, accurate and fit the requirements of the medium for which the reporter is producing the story. Prerequisite: ENG 112 or ENG 210, or permission of the instructor.

*COM 372 Principles of Public Relations (3SH)*

This class is an overview of public relations. Students will learn about the ways that public relations is a tool to be used by organization and individuals to accomplish goals in today's world. The course will examine the history, theory, and practice of public relations in a manner that is broadly applicable to and useful for student across the college.

*COM 373 Public Relations Writing (3SH)*

(Cross Reference: ENG 373) An introduction to the preparation of public relations materials typical of business, industry and government. Includes instruction in writing and designing advertising copy, media releases, house organs, newsletters and brochures with some emphasis on oral and audiovisual presentations. Prerequisite: ENG 112 or ENG 210.

*COM 380 Religion and Rhetoric (3SH)*

Religion is often understood in two ways: it either helps society or hurts it, it chains people's minds or frees them, or it's something that should inform government or be completely absent from state functions. This course seeks to overcome that either-or thinking about religion and approach it from a rhetorical perspective. Such a perspective allows us to see how religion impacts our speech, politics, sense of America, popular culture, and our communities. From the Puritan migration to Hip-Hop music, this course looks at a variety of cases and texts as a way to answer this central question - how do speakers use religion to persuade, and how does it use us?  
Prerequisite: COM 101.

*COM 460 Communication Seminar (3SH)*

Advanced study of important works in the field of communication. Students will do research papers or projects in their areas of interest. Prerequisites: Junior standing and 12 hours in communication including COM150 and COM 330.

*COM 190, COM 390, COM 490 Internship (1-12SH)*

Designed to give communication majors academic credit for experience acquired in supervised work in the field of communication. Internships are arranged in areas such as journalism, broadcasting, public relations and corporate communication. Students will meet with their advisors and the Director of the Center for International and Experiential Education to arrange internship placements. Internships will be supervised by trained personnel and evaluated by faculty in the communication program. May be repeated for credit at a different internship site. A student may not receive more than a total of 15 hours of credit for internship and student publications courses. No more than 12 hours of internship credit may be taken in any one internship. A student may not apply to the major more than a total of 9 semester hours of credit for internship and student publications courses.

*COM 199, COM 299, COM 399, COM 499 Special Topics (1-12SH)*

Courses offered at the discretion of the communication faculty in areas such as: media history, theory and criticism; rhetorical history, theory and criticism; interpersonal and group communication; journalism. May be repeated for credit when topics vary.

## **Computer Science (CS)**

### *CS 110 Computer Science I (4SH)*

An introduction to computer architecture, computer systems, number systems, logic circuits, and current software applications; fundamentals of computer programming and problem solving using a high level programming language applied to real world examples; basics of program-writing environment, simple data types, expressions, control structures, iteration, functions, arrays, and introduction to object-oriented programming. CS 110 includes a one-semester hour laboratory course, with two laboratory hours per week. Prerequisite: MAT 101.

### *CS 111 Computer Science II (4SH)*

Continuation of CS 110 Computer Science I including procedural and object-oriented programming techniques. Introduces abstract data types (ADTs) and linked data structures. CS 111 includes a one-semester hour laboratory course, with two laboratory hours per week. Prerequisite: CS 110.

### *CS 125 Applied Computer Science (3SH)*

An introduction to computer science applications. Students will learn fundamentals of computer architecture, computer systems, basic web programming, and programming I a high level language. Prerequisite: MAT 101.

### *CS 197 Freshman Mathematics and Computer Science Seminar (1SH)*

(Cross Reference: MAT 197) The purpose of this course is to begin to train students in techniques that will assist them in the successful completion of a degree in mathematics or computer science. The course will also introduce students to careers in mathematics and computer science.

### *CS 201 Mathematical Reasoning (3SH)*

(Cross Reference: MAT 201) An introduction to logic and methods of proof, algorithms, counting, Boolean algebra, graph theory, and finite state machines. Pre- or corequisite: CS 110 or MAT 222 or permission of the instructor.

### *CS 210 Data Structures and Algorithm Analysis (4SH)*

A study of sparse arrays, stacks, queues, linked lists, graphs, sorting and searching algorithms and hashing functions. CS 210 includes a one-semester hour laboratory course, with two laboratory hours per week. Prerequisite: CS 110.

### *CS 220 Introduction to Database (3SH)*

An introduction to concepts and applications of relational databases. Evolution of database systems, analysis, and design of schema with practical applications included. Prerequisite: CS 110.

### *CS 290 High Level Language (3SH)*

An introduction to a high level language such as Java, Ada, Pascal, or others as needed. Prerequisites: CS 110 and one other computer science course or permission of the instructor.

### *CS 301 Assembly Language (3SH)*

An introduction to assembly language including linkers, loaders, macro processors and system architecture. Prerequisites: CS 110 and one other computer science course.

### *CS 330 Web Programming (3SH)*

Introduction to CGI, ASP, scripting, and configuration of web servers, creation of dynamic web pages using forms and database input. Programming will be done mostly in JavaScript and PHP. Prerequisite: CS 111.

### *CS 340 Computer Organization (3SH)*

Basic computer architecture and organization, including registers, bus, CPU, ALU, RAM, and I/O using digital logic. Students will build a virtual computer with a logic simulator and create their own machine code instruction set in which to write simple programs. Prerequisite: CS 201.

*CS 370 Graphical User Interface (3SH)*

Introduction to event-driven programming, including concepts and techniques in designing graphic user interface, programming standards, objects, controls, events, methods, properties, data validation, format output, sequential and database files, and advanced material from component libraries. Prerequisite: CS 111.

*CS 375 Computational Methods (3SH)*

(Cross Reference: MAT 375) An introduction to computational and numerical mathematics. Topics include computer arithmetic, error propagation, roundoff error, root finding methods, numerical differentiation, numerical integration, and polynomial interpolation. Prerequisite: MAT 223, CS 110 or permission of the instructor.

*CS 410 Parallel Programming (3SH)*

Theoretical and practical aspects of concurrency in modern computers. Topics include hardware and software for shared memory, distributed memory, and hybrid systems. Prerequisite: CS 210 and MAT 315.

*CS 475 Numerical Analysis (3SH)*

(Cross Reference: MAT 475) Numerical linear algebra, numerical solutions to differential equations, and analysis of algorithm stability and accuracy. Prerequisite: MAT 315, 316, 375, or permission of the instructor.

*CS 491 Seminar I (1SH)*

*CS 492 Seminar II (1SH)*

*CS 493 Seminar III (1SH)*

(Cross Reference: MAT 491, 492, 493) This capstone course sequence is intended to give students exposure to research in mathematics or computer science, presentation skills, and technical writing. Students will work with an assigned faculty member to select a research topic. With minimal supervision from faculty, students are expected to research appropriate resources, analyze and solve problems related to the content topic and its applications, organize and deliver presentations using technology, and write a final paper. For one of the seminar courses, students may participate in a practicum in which they are supervised in a content-related work environment. Students are expected to show growth during the sequence in the areas of creative and analytical thinking, and effective writing and speaking, and demonstrate in 493 that they can do senior-level work. Prerequisites: Junior or Senior standing in the major, MAT 222 and nine additional hours toward the major, or permission of the instructor.

*CS 494 Research in Computer Science (1-3SH)*

Directed independent research in computer science. Students will be encouraged to present their research in the form of a poster or presentation at a scientific conference. This course may be repeated for additional credit. Prerequisite: permission of the instructor. (Offered as needed)

*CS 199, CS 299, CS 399, CS 499 Special Topics (1-12SH)*

To be offered at the discretion of the computer science faculty either as a directed research project or for non-listed course offerings such as: Computer Graphics, Computer Games, Operating Systems, Computational Linear Algebra, or High Performance Computing.

**Criminology (CRIM)**

*CRIM 200 Introduction to Criminology (3SH)*

(Cross Reference: SOC 200) An introduction to the study of crime focusing on criminological theory; crime data sources; legal definitions of crime; types of crime, including homicide, sexual assault, theft, white collar and organized. Basic criminal justice system functions are covered. This course satisfies a General Education Program behavioral science requirement for non-criminology majors.



*CRIM 201 Theories of Crime (3SH)*

This course provides a broad overview of sociological and interdisciplinary theories of criminal behavior and social control. This course describes the role of theory in crime scholarship. It surveys the major schools of thought related to crime causation (sociological, psychological, and biological) and particular theories about crime and delinquency, places these theories in historical context, and reviews some of the primary assumptions of the theories and conclusions reached from criminology research.

*CRIM 206 Family Violence (3SH)*

(Cross Reference: SOC 206) An introduction to the study of violence within the family including: styles of violence within the family, personal response to family member violence, communal response to family violence, legal policies, and trends of family violence across the race, class, and gender spectrum.

*CRIM 302 Forensic Psychology (3SH)*

(Cross Reference: PSY 302) An introduction to basic concepts in the application of psychological principles and theories to the areas of criminal justice and forensic psychology. Prerequisite: PSY 101

*CRIM 324 Sports, Crime, and Society (3SH)*

(Cross Reference: SOC 324) This course applies sociological and criminological theories to sport to demonstrate how sport can be viewed as a microcosm of the society in which it exists. The interaction of crime and sport is analyzed through various lenses including, the role of sport as it pertains to crime, subculture, deviance, white-collar crime, domestic violence, and unintended consequences of sport in the United States and abroad.

*CRIM 338 Domestic Violence (3SH)*

This course provides students with a three-part learning experience. Part one utilizes an ecological approach to examine the most common form of intimate violence and the immediate and residual effects of this type of violence on the family system and in society. Part two examines the characteristics of domestic violence perpetrators and the role of criminal justice, child welfare, and larger systems involved with perpetrators and their families. Part three focuses on the political and social content of evaluating domestic violence services and resources.

*CRIM 339 Substance Abuse (3SH)*

(Cross Reference: PSY 339, SOC 339) Informs students about the abuse of alcohol and other drug substances. Preparing students for professional careers, emphasis will be given to the classification of drugs; models of addiction; the effects of alcohol on individuals, children, and families as well as culturally and ethnically diverse groups; and an in-depth study of addiction support groups.

*CRIM 341 Child Abuse and Neglect (3SH)*

(Cross Reference: SWK 341) This course examines child maltreatment, including the history of child welfare, definitions and types of maltreatment, family dysfunction, public policy, interventions, treatment resources, and prevention. Various aspects of child abuse and neglect are explored, as applied to individuals, families, groups, organizations, and communities.

*CRIM 345 Crisis Intervention (3SH)*

(Cross Reference: PSY 345) The study of theory and models of crisis intervention and intervention techniques as they apply to a variety of traumatic events. Emphasis is placed on assessment and application of appropriate response intervention through role-play. Prerequisite: PSY 101 and permission of the instructor.

*CRIM 350 Juvenile Delinquency (3SH)*

(Cross Reference: SOC 350) An introduction to the sociological study of youthful offenders, including theories of delinquency, macro and micro conditions associated with delinquency, and the juvenile justice system. Prerequisite: CRIM 200 or SOC 101.

*CRIM 351 The Sociology of Law (3SH)*

(Cross Reference: SOC 351) An introduction to the sociological study of law emphasizing the insights of Marx, Weber, and Durkheim on law and legal decision making as influenced by social, cultural, and economic factors. Comparisons between legal institutions in the United States and other countries are made. Prerequisite: CRIM 200 or SOC 10.

*CRIM 352 Corrections (3SH)*

(Cross Reference: SOC 352) An introduction to the correctional response to criminal behavior. Emphasis is on the nature and evolution of punishment, problematics of sentencing, incarceration, probation and parole, and capital punishment.

*CRIM 353 The Sociology of Law Enforcement (3SH)*

(Cross Reference: SOC 353) The sociological study of police as agents of social control. A detailed look at the history, functions and duties of law enforcement officers.

*CRIM 354 Violent Crime (3SH)*

(Cross Reference: SOC 354) An analysis of the varieties of homicide and sexual assaults emphasizing theoretical explanations and empirical findings. A detailed examination of interactional situations leading to violent death including the typical homicide, mass and serial murder and terrorism. An assessment of sexual assault situations including date, gang, serial and state rape scenarios. Victim and offender characteristics and relationship are profiled for homicide and sexual assault. A brief introduction to legal responses and criminal profiling.

*CRIM 355 White Collar Crime (3SH)*

(Cross Reference: SOC 355) An introduction to white collar crime including corporate and government violations, abuse of power and office, business frauds, accounting frauds, crime in the healthcare, banking and insurance industries. Emphasis on mechanisms and schemes used to steal millions of dollars.

*CRIM 356 Organized Crime (3SH)*

(Cross Reference: SOC 356) An introduction to criminal organizations including the Mafia, Yakusa, Triads and drug cartels, and their historical evolution. Emphasis is on the nature and types of illegal activities, including illegal drugs, extortion, gambling, loansharking, human trafficking, prostitution, international trafficking in stolen cars, money laundering, and others. Federal organized crime statutes and law enforcement tactics are covered.

*CRIM 357 Women, Crime, and Criminal Justice (3SH)*

(Cross Reference: SOC 357) An exploration of three aspects of women and crime: Women as offenders, victims, and control agents and their treatment and experience in the criminal justice system as perpetrators, victims and participants. Prerequisite: CRIM 200 or SOC 101.

*CRIM 358 Race, Class and Criminal Justice (3SH)*

(Cross Reference: SOC 358) A detailed examination of how race and class influence the risk of crime and an individual's experience in the criminal justice system. Special attention is paid to disparities in arrest, sentencing and corrections. Prerequisite: CRIM 200 or SOC 101.

*CRIM 371 Political Assassinations in the United States (3SH)*

(Cross Reference: POL 371, SOC 371) An examination of political assassinations in the United States, with a focus on the assassinations of John and Robert Kennedy, and Martin Luther King, Jr. Causal factors, the role of government, forensic procedures, national security declassification, as well as implications for society, will be explored.

*CRIM 431 Practicum in Criminology (3-6SH)*

A full-time internship with a criminal justice agency during the senior year. The student is supervised by agency personnel and meets regularly with his or her faculty instructor. Prerequisite: CRIM 200 or SOC 101.

*CRIM 441 Race, Racism, and American Law (3SH)*

(Cross Reference: AAS 441, SOC 441) This course will provide a comprehensive examination of the role of law in constructing racial categories as well as their significance. Topics to be covered will be as follows; the importance of the legal precedent, critical court decisions impacting racial groups in the United States, the racial attitudes of the Framers, and the ability of law to bring about racial justice. Prerequisite: SOC 101 or CRIM 200.

*CRIM 450 Topical Seminar in Criminology (3SH)*

An advanced topical seminar on contemporary criminological topics to be explored in depth.

*CRIM 199, CRIM 299, CRIM 399, CRIM 499 Special Topics (1-12SH)*

*CRIM 500 Criminological Theory and Crime Policy (3SH)*

An examination of the relationship between criminological theory and crime policy and criminal justice programs focused on contemporary crime and public policy practices currently in operation which are grounded in criminological theory.

*CRIM 505 Correctional Philosophies (3SH)*

A detailed discussion of philosophical and behavioral science insights into the nature and goals of punishment as a response to crime. The effectiveness of various types of criminal sanctions at deterring future offending. Included are discussion, of, incapacitation, reformation and rehabilitation.

*CRIM 510 Supreme Court Rulings and Criminal Justice (3SH)*

An in-depth review of major Supreme Court rulings governing arrest, trial and prisoner's rights with emphasis on rulings related to diversity, such as racial profiling and sentence disparities.

*CRIM 515 Public Order Crime (3SH)*

An examination of the nature and prevalence of public order offenses and their handling by the criminal justice system and public concerns. Emphasis is on community image, fear of crime and safe streets.

*CRIM 520 Social Class and Crime (3SH)*

An examination of the effect of social class on decision making throughout the criminal justice system. Topics will include: the effect of social class on victimization, white collar versus blue collar crime, the impact of local, state, and federal laws on class groupings, and the impact of social class on sentencing and recidivism.

*CRIM 525 Race and Crime (3SH)*

A detailed analysis of the relationship between racial groups and the criminal justice system. Topics will include how structural ecology influences crime in racialized communities, the relationship between the criminal justice system and structural racial inequality, the role of cognitive racial framing in the criminal justice system, and mass incarceration.

*CRIM 530 The Prison Industrial Complex (3SH)*

This course examines the phenomenon known as "The Prison Industrial Complex." Topics include: the history of for-profit prisons, how political narratives influence public opinion of criminals, the major agencies benefiting from mass incarceration, and the influence of mass incarceration on communities and individuals across the race, class, and gender spectrums.

*CRIM 550 Criminal Justice Program Assessment (3SH)*

This course will provide students with a solid grounding in the applied tools for conducting program evaluation. It will include instruction and experience in conducting evaluation research with training in the methods of evaluation for public, private or nonprofit programs and policies.

*CRIM 560 Gender and Crime (3SH)*

A detailed study of the implications of gender on law, criminal justice practices and programs addressing women as offenders, victims, and criminal justice practitioners.

*CRIM 565 Graduate Research Methods (3SH)*

A detailed examination of research methods for criminology and criminal justice including quantitative and qualitative methods, including research design, sampling, measurement, data collection, and ethical concerns. This course is especially recommended for students planning doctoral level studies.

**Dance (DNC)**

*DNC 100 Dance Technique for Non-Majors (2SH)*

Designed to provide the student with basic movement foundation and understanding of various dance techniques including: modern/contemporary dance, ballet and jazz dance. Students will explore aspects of dance technique including basic movement principles, a foundation in each technique's movement vocabulary, as well as development of spatial awareness and confidence to enhance personal expression. Designed for those students with no experience or limited experience in dance. May be repeated for additional credit.

*DNC 101 Tap Dance Technique I (1SH)*

A course providing students with an overview of history of the art form, a basic knowledge of terminology, and the ability to perform common tap steps and combinations that require rhythmic and percussive complexities. May be repeated for additional credit.

*DNC 103 Dance Appreciation (3SH)*

A course designed for non-majors, introducing dance as a cultural, social, and performative art in contemporary American and other societies. This course will include historical perspectives, practical applications, and comparisons of various dance styles. Content will be examined through lecture, discussion, video observation, and experiential learning. Does not satisfy General Education Program requirements for dance majors.

*DNC 105 Ballet Technique I (2SH)*

This course will provide the student with a basic foundation of the ballet vocabulary, its exercises at the barre, and combination in center work. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit.

*DNC 106 Jazz Technique I (1SH)*

This course is designed to introduce students to the basic elements of jazz dance including the use of isolations, syncopation, and dynamics. Historical perspectives will be used to provide a greater understanding of the dance technique. May be repeated for additional credit.

*DNC 110 Musical Theatre Dance (1SH)*

This course will introduce you to various musical theatre dance styles ranging from classic forms such as Fosse, Bennett, Kidd, and Robbins to current styles on Broadway in shows like Hamilton. You will participate in a traditional dance warm up to improve coordination, flexibility, strength, and control. Attention will also be paid to improving musicality and performance qualities through class phrase work. Throughout the course, extended combinations from musicals will be taught including original choreography.

*DNC 150 Introduction to Dance Production (1SH)*

A survey of basic techniques and practices used in the technical side of dance, including lighting design, construction and stage management. This course may be taken concurrently with DNC 160 Dance Practicum

*DNC 155 Freshman Dance Seminar (1SH)*

*DNC 255 Sophomore Dance Seminar (1SH)*

*DNC 355 Junior Dance Seminar (1SH)*

Freshman seminar, sophomore seminar and junior seminar are designed to assist dance majors with preparation for careers in dance, for the sophomore review, for graduate study in dance and for the senior thesis capstone project. This sequence ensures that students are actively engaged in locating career opportunities in dance every year leading up to the senior year. Open to dance majors only.

*DNC 160, DNC 260, DNC 360, DNC 460 Dance Practicum (0SH)*

A course providing practical experience either performing in a dance production or working as backstage crew. Every year, for the student choreographed showcase, the dance major will complete a dance practicum. These courses may be repeated for credit.

*DNC 162 Practicum in Dance (Backstage/Technical Work) (1SH)*

A course providing practical experience working as backstage crew for a dance production. This course may be repeated for credit.

*DNC 165 DNC 265 DNC 365 DNC 465 Dance Practicum (1SH Each)*

A course providing practical experience either performing in a dance production or working as backstage crew. Every year, for the faculty and guest artist choreographed concert, the dance major will complete a dance practicum. These courses may be repeated for credit.

*DNC 200 Modern Dance Technique I (2SH)*

Designed to provide the student with a movement foundation and understanding of modern dance. Students will explore aspects of modern technique including basic movement principles, spatial awareness and dynamics to enhance kinesthetic awareness and personal expression. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisite: Dance major status or permission of the instructor.

*DNC 201 Tap Dance Technique II (1SH)*

An intermediate to advanced course that provides student with an extended history of tap dancing including choreographers and profound works, comprehensive terminology, and a deeper focus on rhythmical structure and percussive accurateness, while enhancing the performance quality. May be repeated for additional credit. Prerequisite: DNC 101 and permission of the instructor.

*DNC 205 Ballet Technique II (2SH)*

This course will continue progressing through the ballet vocabulary and becoming more complex as it progresses and expands the barre work and center combinations. There will be more focus on dynamic alignment and use of epaulément. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisite: DNC 105 and permission of the instructor.

*DNC 206 Jazz Technique II (1SH)*

This course builds upon principles learned in DNC 106 including specific jazz dance techniques with more complex phrasing and musicality. Students will experience a greater range of movement qualities and approaches to jazz technique ranging from the jazz masters to contemporary jazz elements. May be repeated for additional credit. Prerequisite: DNC 106 and permission of the instructor.

*DNC 210 Dance Improvisation (2SH)*

This course provides the student opportunities to explore the processes of discovering, creating, and performing movement spontaneously. The study of improvisation will enhance dance technique development and serve as a useful tool for choreography and performance. Through physical contact, weight sharing, group and solo improvisations, listening and problem solving skill will be developed.

*DNC 225 Dance Conditioning (2SH)*

This course is designed to provide the student with an introduction to various modalities of cross training for dance. The biomechanics, muscular-skeletal anatomy, and physiology of the 'core' of the body will also be studied. The students will learn how the anatomy and biomechanical principles correspond to

working the correct alignment of the body during Pilates, yoga and dance training. Resistance bands, foam rollers and physioballs are used to challenge the body to become stronger while maintaining the correct alignment.

*DNC 240 Dance History (3SH)*

This course serves as a concise history of ballet and modern dance as a performing art. This course focuses primarily on western dance from the 15<sup>th</sup> century to the present, providing the knowledge of multiple styles of each dance form, an understanding of the time frame in which artists and their works premiered, and the ability to identify renowned choreographers and their work/techniques.

*DNC 245 World Dance (1SH)*

(Cross Reference: AAS 245) This course is designed to introduce students to dance styles from around the world including social, folk, and religious forms. Special attention will be made to the teaching and learning of these forms.

*DNC 250 Rhythmic Analysis (3SH)*

A course designed to enable the student to recognize and implement fundamental rhythmic and musical forms to dance technique and composition. Research in historical music periods and the corresponding works of composers is covered through listening lab experience and text. Prerequisite: Declared dance major.

*DNC 290 Modern Dance Technique II (2SH)*

This course expands on the principles from level I with greater emphasis on articulation and connectivity, complexity of movement phrases, musicality, and artistry. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisite: DNC 200 and permission of the instructor.

*DNC 305 Ballet Technique III (2SH)*

*DNC 405 Ballet Technique IV (2SH)*

The sequence of classes beginning at Level III and IV provides the student with an intermediate to advanced use of the ballet vocabulary, its exercises at the barre and combinations in center work. There will be focus on more complex phrasing and refining epaulément and battu. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisites: DNC 105, DNC 205, DNC 225, and permission of instructor.

*DNC 320 Dance Science (3SH)*

This course will provide students with an overview of the muscular and skeletal anatomy as it relates to dance. The course will also briefly cover the different systems of the body, such as nervous, digestive, cardiovascular, etc. This course will also seek to provide a greater understanding of anatomy through experiential exercises that are designed to help students become more aware their bodies, movement, and posture habits. Prerequisite: DNC 225; open to dance majors only.

*DNC 321 Injury Prevention (3SH)*

This course will provide student with an overview of dance injuries and the anatomical variances that contribute to them. Students will learn how technical faults can affect their dance training and the longevity of a performing career. The course will also seek to provide a greater understanding of how to manage and rehabilitate injuries. Prerequisites: DNC 225 and DNC 320; open to dance majors only.

*DNC 325 Introduction to Dance/Movement Therapy (3SH)*

This course provides an overview of the psychological and physiological approaches to dance/movement therapy. It is intended for those wishing to explore the field of dance/movement therapy in graduate school and as a possible career.

*DNC 330 Coker Repertory Dance Company (1SH)*

This pre course, geared toward freshmen and sophomores, offers students the opportunity to be members of a pre-professional dance company. Students will learn faculty and guest choreography. As part of the

course, students will perform at different venues both on and off campus. May be repeated for additional credit. Prerequisite: permission of instructor following audition.

*DNC 340 Movement Analysis (3SH)*

This course looks at describing, classifying, and understanding movement through the dynamic system known as Laban Movement Analysis, developed by Rudolf Laban. Through study and physical exploration of the Body, Space, Effort and Shape concepts, the students will develop skills in observing and analyzing the movements of others while examining patterns and preferences of their own. This course material is valuable to students in a range of disciplines and career paths including choreography, performance, movement therapy, physical therapy and education. The research and creative projects will be applicable to the students' individual areas of study. Prerequisites: DNC 210 and DNC 370.

*DNC 350 Dance Teaching Methods (3SH)*

This course is designed to prepare students to teach dance in the K-12 school system. This course covers a variety of pertinent topics such as designing curriculum, creating lesson and unit plans, meeting national and state standards, observing dance educators, and field experience teaching dance in the K-12 classroom. Strategies for teaching dance to a variety of populations will be included. Prerequisite: Permission of the instructor is required for non-dance majors.

*DNC 370 Dance Composition I (3SH)*

This course will explore different choreographic forms, structures, and the creative process. Different choreographic devices and improvisation skills will be used to expand personal movement vocabularies and help develop choreography focusing on the solo form. Prerequisite: DNC 250.

*DNC 371 Dance Composition II (3SH)*

Allows students to further develop skills learned in Composition I with an emphasis on expanding choreographic skills for duets and small groups. There will be more focus on continuing to expand movement vocabulary and developing artistic expression and performance quality. Prerequisites: DNC 250 and DNC 370.

*DNC 390 Modern Dance Technique III (2SH)*

*DNC 490 Modern Dance Technique IV (2SH)*

Progression in the higher levels of modern technique will continue to develop the student's capacity of artistry, skill, and development as a dancer. A wide range of styles and techniques will be given with a greater complexity of movement phrases, spatial and dynamic relationships to prepare the student with a professional based training. Placement at the appropriate level for the student will be determined by faculty assessment each academic term. May be repeated for additional credit. Prerequisites: DNC 200, DNC 225, DNC 290, and permission of instructor.

*DNC 450 Advanced Composition (3SH)*

A study of technical and compositional forms aiming to create an artistic whole. This lecture/laboratory course stresses movement analysis, composition, aesthetic interpretation and experimental modes of presentation, including dance for camera. This course will also cover how acting applies to dance and choreography. Prerequisites: DNC 250, DNC 370, DNC 371.

*DNC 452 Creative Dance (3SH)*

This course provides theories and approaches to creative movement when working with students of all ages. Students will learn how to use the dance elements of space, time, and force to create lessons appropriate for a variety of populations. This course is a practical-based design with students observing and experiencing creative movement lessons in the school system.

*DNC 480 Senior Thesis (3SH)*

A course that prepares the student for presentation of a concert-quality choreographic project, lecture demonstration or submission of a written research project based on the individual's track of study in the dance program. Required during last semester of dance major.

*DNC 299, DNC 399, DNC 499 Special Topics (1-12SH)*

Offered on demand for independent study purposes in the major or minor program. Prerequisite: consultation and approval through dance faculty prior to course registration.

**Education (EDU)**

*EDU 100 Teacher Cadet (3SH)*

Coker College awards three hours of elective college credit to South Carolina high school students who complete Teacher Cadet programs approved by the South Carolina Department of Education (Center for Education Recruitment, Retention, and Advancement - <http://www.cerra.org/cadets>). Students enrolling at Coker may apply this credit toward their degree. Students who receive EDU 100 credit by completing the Teacher Cadet program at a Coker partner school may also have this credit reviewed by other institutions for possible transfer credit.

*EDU 102 Introduction to Education (3SH)*

Prerequisite to all other education courses. An examination of social, political, historical, economic and pedagogical factors that influence American education. In this course, career opportunities in education will be examined to help teacher candidates decide if teaching is a suitable goal. Includes the content found in Coker's Teacher Education Guide; includes the unit vision and mission, philosophy, outcomes and teacher candidate performance expectations; the methodology of Coker's Internship Program; visits to public school classrooms; an introduction to basic principles of pedagogy; and an orientation to the Council for the Accreditation of Educator Preparation (CAEP) Standards, the InTASC Model Core Teaching Standards, and the South Carolina Department of Education standards.

*EDU 116 Math Content for Early Childhood and Elementary Teachers (3SH)*

Provides students with a foundation in mathematics necessary for success in EDU 216, 217, and Praxis Core. Students will gain mathematics skill specific to the following content: Theory, prosperities and foundations of number systems, integers, rational and irrational numbers, basic geometry and ratio/proportion calculations. Students will also gain skill in problem solving and multiple representations. Students may exempt this course by exempting Praxis Core or by passing Praxis Core Math.

*EDU 200 Human Development: Conception until Puberty (3SH)*

(Cross Reference: PSY 200) An overview of life-span development (physical, psychological and social) with an emphasis on conception until puberty. A field experience (10 hours minimum) is required in order to apply developmental theory in the field.

*EDU 201 Human Development: Puberty until Death (3SH)*

(Cross Reference: PSY 201) An overview of life-span development (physical, psychological and social) with an emphasis on adolescence. A field experience (10 hours minimum) in public school or social service agency setting is required. Other settings will be considered on a case by case basis.

*EDU 202 Early Childhood Organization and Curriculum (3SH)*

Considers organization and curriculum of early childhood programs. Emphasizes the history of early childhood education, provides an overview of types of programs for young children to include intervention models, and reviews the theories supporting developmentally appropriate curriculum for children ages three through eight. Analysis of classroom and playground design, instructional planning, curriculum content, and the process of curriculum development and implementation will be explored. Includes a required field experience. Prerequisites: EDU 102 and EDU 200.

*EDU 208 Handwriting for the Classroom Teacher (1SH)*

Develops competence in cursive and manuscript and methods for teaching both types of writing to children. Includes a survey of research and literature-based practices. Prerequisite: EDU 102.

*EDU 210 Educational Technology (3SH)*



This course provides education majors with an overview of the educational technology that can be used in the K-12 classroom. This course also has students create and integrate these technologies into classroom learning environments and field experiences. Possible topics include increasing students' technological knowledge and skills, such as: word processing, spreadsheets, authoring, auto-media, Internet tools and resources, presentation, communication, and collaboration. Due to the nature of this course, students must have a functional laptop that can be brought to class.

*EDU 211 Foundations of English Language Arts (3SH)*

Explores the theoretical and evidence-based foundations of the English Language Arts including the processes and instruction of reading, writing, listening, speaking, viewing, and visually representing for early childhood and elementary teachers. Discusses research findings and their classroom applications including strategies for the diverse learner. Completion of field experience hours where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisites: ENG 111, EDU 200, and passing Praxis Core.

*EDU 216 Teaching Early Childhood Mathematics (Pre-K to 3rd) (3SH)*

*EDU 217 Teaching Elementary School Mathematics (3rd to 6th) (3SH)*

Explores content and methods for teaching early childhood and elementary mathematics. Emphasis is placed on developing skills for teaching children mathematics in multiple ways within real-world contexts while addressing state standards. Topics include research-based, developmentally appropriate strategies for assessment, problem solving, resource use and availability, and curriculum analysis. Each course requires a 10-hour field experience in a public school classroom. Prerequisites: EDU 102 and 200, MAT 100 and 101, and passing score on Praxis Core. EDU 116 is a prerequisite for EDU 216, and EDU 216 is prerequisite for EDU 217.

*EDU 301 Connecting Home, School, and Community (3SH)*

Candidates explore the importance of collaboration among the home, school, and broader community in the education of children including theory and practice in promoting children's learning, development, and success in school; the strengths and needs of families in a diverse, multicultural society; and the teachers' roles in concert with other disciplines in supporting families, building partnerships, and connecting with community resources. The candidates will engage in reflective analysis of the relationship between support and collaboration in working with families of all children to include those with special needs and those who are linguistically and culturally diverse. Teacher candidates will design and implement an advocacy project on behalf of children and families in their community. Includes a required field experience. Prerequisites: EDU 200, EDU 211, and passing Praxis Core.

*EDU 303 Pre-School Behavior (3SH)*

Studies development and behavior of the whole child from conception through age five. Concentrates on the theories of psychomotor, social, emotional and cognitive growth. Analyzes developmentally appropriate guidance techniques with respect to their theoretical implications in practical case scenarios. Includes a required field experience. Prerequisites: EDU 102, EDU 202, EDU 301, and passing Praxis Core.

*EDU 306 Literacy Instructional Practices (3SH)*

Examines "best practices" in literacy instruction with a specific emphasis on the stages of reading development. Focuses on using assessment to plan differentiated word study, reading, and writing instruction for early childhood and elementary teachers. Completion of field experience hours where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 211 and passing Praxis Core.

*EDU 307 Literacy in the Content Areas (3SH)*

Explores the theories and practices for reading, thinking, and writing in the content areas that support learning across the disciplines in early childhood and elementary classes. Completion of field experience hours where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 306 and passing Praxis Core.

*EDU 308 Literacy Foundations for Secondary Teachers (3SH)*

Examines the foundational knowledge of the reading and writing processes. Focuses on emergent literacy topics, development of word recognition skills, and fluency within the context of the learning needs and characteristics of a secondary student. Evaluates a variety of assessments to guide developmentally appropriate instruction and monitor student learning. Completion of field experience hours in a public school classroom where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisites: EDU 102, EDU 201, and ENG 112 and passing Praxis Core.

*EDU 310 Content Area Literacy for Secondary Teachers (3SH)*

Presents reading and writing instructional strategies to increase and enhance student learning across disciplines. Applies the foundational knowledge of literacy and emphasizes instructional approaches that develop academic vocabulary and enhance comprehension. Critically examines educational practices, learning environments, and curriculum materials which embrace diversity. Completion of field experience hours in a public school classroom where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 308

*EDU 312 Content Area Literacy for PK-12 Teachers (3SH)*

Presents reading and writing instructional strategies to increase and enhance student learning across disciplines. Provides an overview of the reading and writing processes and emphasizes instructional approaches that value diversity and critically examines curriculum materials for PK-12 teachers. Completion of field experience hours in a public school classroom where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 102 and 200 or 201 and passing Praxis Core.

*EDU 318 Teaching Secondary School Mathematics (3SH)*

(Cross Reference: MAT 318) Covers methods of teaching algebra, geometry, trigonometry, probability and statistics, computing, applied mathematics and unified mathematics. Considers recent curriculum changes to prepare students for teaching in the secondary schools. Topics include the use of models and manipulatives, the role of computers and computer simulations, diagnosis and remediation, how to find real applications, general classroom organization and textbook selection criteria. Includes a required field experience in a public school classroom. Prerequisites: EDU 102 and 201, MAT 210, a college-level course in computer programming or permission of the instructor.

*EDU 319 Teaching Secondary School Science (3SH)*

(Cross Reference: BIO 319, CHE 319) Covers methods of teaching general and advanced science. Topics include the use of laboratory materials and replica models, the role of computer simulations, safety practices, NSTA standards, textbook selection criteria and general classroom, laboratory and field trip organization. Also considers the impact of modern science on selected social and ethical issues and how these issues might be considered in a high school biology classroom. Includes a required field experience in a public school classroom. Prerequisites: EDU 102, 201, four semester hours of college-level chemistry, and four semester hours of college-level biology.

*EDU 320 Teaching Secondary School Social Studies (3SH)*

(Cross Reference: HIS 320) Covers methods of teaching the social studies with an emphasis on teaching history. Topics include a study of the modern social studies curriculum, materials evaluation and acquisition, lesson planning and evaluation techniques. Includes a required field experience in a public school classroom. Does not carry credit towards a major in history. Prerequisites: EDU 102 and 201; 6 hours from HIS 201, 202, 210, and 211; 6 hours from GPY 201, POL 201, and/or SOC 102.

*EDU 330 Assessments in Literacy (3SH)*

Examines the role of assessment-based instructional practices with an emphasis on administering and analyzing literacy assessments and evaluating instruction used by early childhood and elementary teachers. Completion of field experience hours where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 307 and passing Praxis Core.

*EDU 345 Social Studies Methods for Teachers (3SH)*

Examines the social studies concepts that are useful for early childhood and elementary school social studies. Considers diagnostic-prescriptive techniques, specific skills and content; developmental lesson (unit) planning and implementation; materials and their construction, evaluation, and use. Includes a required field experience in a public school classroom. Prerequisites: EDU 211; 6 hours from HIS 202, HIS 210 or 211, GPY 201, and POL 101.

*EDU 350 Science Methods for Teachers (3SH)*

Studies the science concepts and processes that are useful for conducting an early childhood and elementary school science program. Also considers classroom models for organizing a science program and criteria for textbook and materials selection. Includes a required field experience in a public school classroom. Prerequisites: EDU 211, four semester hours in biology (including laboratory) and three semester hours in physical science, and passing score on Praxis Core.

*EDU 360 Classroom Management of Learning and Behavior (3SH)*

Discusses strategies for preventing and correcting a wide range of behavior problems in the classroom. Considers developmental and corrective/remedial procedures related to behavioral, human relations, and pedagogical models. Prerequisites: EDU 102 and EDU 200 or 201, and completion of 50 hours of clinical internships in public school classrooms.

*EDU 385 Psychology Applied to Teaching and Learning in the Classroom (3SH)*

Focuses upon the learning process as it relates to school subjects and classroom activities and the influence of motivation and teacher attitudes, skills and styles. Required field experience hours are directed toward gaining experience with exceptional children. Prerequisites: EDU 102, and EDU 200 or 201, and passing score on Praxis Core.

*EDU 398 Practicum in Education (1-3SH)*

Supervised internship in a public school. Placements are made based on the interests of the teacher candidate and his or her needs as determined by the faculty advisor. Teacher candidates meet regularly with their faculty advisors and maintain detailed reflective journals of their experiences.

*EDU 402 Materials and Methods in Early Childhood Education (3SH)*

Reviews criteria for evaluating, selecting and using early childhood education materials. Examines types of diagnostic, instructional and evaluative strategies that are used in preschool through grade three programs. Focuses on the preparation of an interdisciplinary, inquiry-based unit with modifications for children with special needs. Prerequisites: EDU 217, 303, 330, membership in the Teacher Education Program.

*EDU 403 Materials and Methods for the Elementary Teacher (3SH)*

Emphasizes the evaluation, selection and use of materials and the acquisition of diagnostic and instructional methods. Considers procedures for evaluating and reporting public practice, instructional planning, classroom organization, and working with parents. Prerequisites: EDU 217, 330, membership in the Teacher Education Program.

*EDU 404 Materials and Methods for Early Childhood and Elementary Education (3SH)*

Teacher candidates will review, evaluate, and implement developmentally appropriate instructional strategies, curriculum materials, classroom environments, and assessments. Candidates will plan integrated units of study focusing on the four course subject areas (ELA, Math, Science, Social Studies) emphasizing differentiated instruction. Includes a required field experience in a public school classroom. Prerequisites: EDU 217, 330, and membership in the Teacher Education Program.

*EDU 405 Classroom Pragmatics: Assessment and Management (3SH)*

Focuses on classroom assessment and classroom management. Teacher candidates receive instruction in assessment design, administration, and interpretation. Standardized testing procedures and performance evaluation instruments (e.g., Expanded ADEPT) are discussed. Classroom management

models and strategies are considered with an emphasis on preparing the student for student teaching. Includes a required field experience in a public school classroom. Prerequisites: Membership in the Teacher Education Program (Normally taken the evening term immediately prior to the student teaching semester.)

*EDU 409 Senior Paper (3SH)*

A comprehensive research paper requiring the preapproval of the advisor and a sponsor. Prerequisites: Senior standing, membership in the Teacher Education Program. (Offered as needed)

*EDU 410 Comprehensive Internship: Early Childhood (12SH)*

Provides a minimum of 12 weeks of supervised observation and teaching in pre-kindergarten, kindergarten and primary schools, working with an experienced teacher certified to teach in the teacher candidate's area of specialization. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject-area courses, approval of the Faculty Advisor and the Director of the Teacher Education Program.

*EDU 415 Seminar in Student Teaching (3SH)*

(To be taken during the student teaching semester) Each teacher candidate will have opportunities to describe classroom success and difficulties and seek the counsel of his or her peers. Through guided discussion the class will solve practical problems and will generalize the solutions to new contexts. Appropriate media and materials will be chosen to implement the solutions and will from time to time lead to independent work. Depending on the number of students and the disciplines represented, the course may be broken into more than one section for all or part of a semester. Corequisite: EDU 410 or 430 or 440 or 470.

*EDU 430 Comprehensive Internship: Elementary (12SH)*

Provides a minimum of 12 weeks of supervised observation and teaching in schools working with an experienced teacher certified to teach in the teacher candidate's specialization area. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject-area courses, approval of the Faculty Advisor and the Director of the Teacher Education Program.

*EDU 440 Comprehensive Internship: Secondary (12SH)*

Provides a minimum of 12 weeks of supervised observation and teaching in schools working with an experienced teacher certified to teach in the teacher candidate's specialization area. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject-area courses, approval of the Faculty Advisor and the Director of the Teacher Education Program.

*EDU 470 Comprehensive Internship: PK-12 (12SH)*

Provides a minimum of 12 weeks of supervised observation and teaching in schools working with an experienced teacher certified to teach in the teacher candidate's specialization area of music, art, or physical education. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject-area courses, approval of the Faculty Advisor and the Director of the Teacher Education Program

**Education - Curriculum and Instructional Technology (EDCIT)**

*EDCIT 500 Diverse Learners and Equitable Learning Environments (3SH)*

This course focuses on the diversity of learners and considers the historical struggle for equity and excellence in educating all students. Concepts of social justice, gender, race, ethnicity, disability, culture, privilege, institutional racism, poverty, and wealth will be examined.

*EDCIT 510 Advanced Human Growth and Developmental Theories (3SH)*

This course focuses on three domains of child development (physical, cognitive, and social-emotional) of K-12 children with a focus on the learning process as it relates to content areas, classroom activities and practices, and motivation.

*EDCIT 520 Student Centered Curriculum/Instruction (3SH)*

This course focuses on instruction that places students at the center of learning (e.g. Universal Design, Project Based Learning) to increase motivation, improve retention of knowledge, promote deeper conceptual understanding, and develop more positive attitudes toward the subject(s) being taught.

*EDCIT 530 Advanced Foundations of American Education (3SH)*

This course examines how the social, political, historical, economic, legal, philosophical, and pedagogical factors influence teaching and leading in contemporary schools in a democratic society.

*EDCIT 540 Educational Research & Analysis (3SH)*

This course provides an introduction to research and evaluation in the field of education with an emphasis on the development of skills needed to utilize research in practical situations. Topics include understanding, analyzing, and interpreting qualitative and quantitative educational research.

*EDCIT 550 Analysis of Curriculum, Instruction, and Assessment (3SH)*

This course focuses on the alignment of curriculum, instruction, and assessment practices that maximize student learning.

*EDCIT 560 Exploring and Evaluating Digital Tools for K-12 (3SH)*

The primary focus of this course is to introduce the multitude of technology tools, software, and hardware currently used in K-12 classrooms so that informed decisions can be made about the use, purpose, and benefits and disadvantages of using such technology in the classroom. Topics will include: educational computer software, application software, instructional software, and educational hardware.

*EDCIT 570 Introduction to Innovative Digital Instruction (3SH)*

This introductory course focuses on the current models of digital instruction used in K-12 classrooms. Prerequisite: EDCIT 560.

*EDCIT 580 Applying and Integrating Digital Technology in K-12 I (3SH)*

Using the current models of digital technology, this course focuses on the application and integration of digital technology in the K-12 classroom. This includes learning how to create and use appropriate digital tools and software to create two subject area summative projects using two of the current models of digital instruction. Prerequisite: EDCIT 570.

*EDCIT 590 Applying and Integrating Digital Technology in K-12 II (3SH)*

This course is a continuation of Applying and Integrating Digital Technology in K-12 I that focused on the application and integration of digital technology in the K-12 classroom. This course continues with the creation of two subject area summative projects using two other current models of digital instruction. Prerequisite: EDCIT 580.

**Education – Gifted and Talented (EDGT)**

*EDGT 500 Nature and Needs of the Gifted and Talented Student (3SH)*

This course is a basic survey study of gifted and talented students. Included is an overview of the rationale and historical and philosophical background of gifted education along with the characteristics, needs, problems, and developmental patterns of gifted and talented learners. Special populations of gifted and talented students, methods of talent development, identification based on state regulations, curriculum and instruction and program models are additional topics addressed.

*EDGT 510 Introduction to Curriculum and Instruction for the Gifted & Talented Student (3SH)*

This course is designed to prepare the teacher to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessment to meet the needs and abilities of gifted and talented students. Current technology will be employed in researching and writing units and lesson plans.

## **Education – Literacy Studies (EDLS)**

### *EDLS 500 Foundations of Reading (3SH)*

Presents fundamental principles of teaching reading and explores contemporary theoretical and pedagogical issues in literacy, preschool - secondary. The topics focus on comprehension, word knowledge, and social/ environmental/psycholinguistic factors in reading and writing development.

### *EDLS 510 Lifespan Development and Learning (2SH)*

Emphasizes principles of research in human development and the major areas of cognitive, social, emotional, and physical contexts of development as they pertain to learners in schools and the practical application of this research in educational settings.

### *EDLS 515 Classroom Inquiry (3SH)*

Provides students an introduction to the function and means of various practices of educational research. Promotes an understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data.

### *EDLS 520 Literacy Assessment (3SH)*

Examines principles of assessment and evaluation to plan and evaluate effective reading and writing instruction. Emphasizes how to administer and interpret various assessment instruments, support teachers in administering and interpreting assessment instruments, and lead professional development sessions that provide teachers with the knowledge and understanding of various assessments and how they can be used.

### *EDLS 525 Developing Literacy Through Text Selection: Traditional Print and Digital Literacies (1SH)*

Explores literature and other/informational texts from traditional print, digital, and online resources to foster an awareness and appreciation of how the integration of a range of texts across the curriculum enhance enjoyment, learning, and classroom reading instruction.

### *EDLS 530 Reading and Writing in the Content Areas (3SH)*

Provides in-depth analysis and application of instructional strategies to build students' reading and writing competencies in content area settings. Instructional strategic approaches focus on helping students meet the demands of reading and producing complex texts, developing vocabulary, and learning with both print and digital texts.

### *EDLS 540 Literacy Strategies for Developmentally Responsive Instruction (3SH)*

Examines developmental word knowledge and literacy instruction. Students will learn the reading, writing, and spelling behaviors that characterize the five stages of literacy development and learn how to use assessment to plan developmentally responsive literacy instruction.

### *EDLS 550 Literacy Instruction and Assessment for Diverse Students and Struggling Readers (3SH)*

Explores the challenges facing students at all grade levels who struggle to achieve expected progress in reading and writing development. Emphasis will be placed on the nature of difficulties, language acquisition theory, appropriate assessments, and culturally responsive instructional strategies.

Prerequisite: EDLS 520.

### *EDLS 552 Practicum: Literacy Instruction and Assessment for Diverse Students and Struggling Readers (3SH)*

Apply assessment instructional strategies with struggling readers. With supervision from literacy faculty, candidates engage in professional dialogue regarding the relationship of literacy assessment to instructional decisions. Prerequisite: EDLS 550.

### *EDLS 560 Brain-Based Learning and Cognition (3SH)*

Provides an overview of major research on neuroscience, metacognition, and cognitive processes in learning and instruction. Focus will be on major theories and research as well as processes and strategy applications in the areas of text comprehension and writing in core content areas.

*EDLS 570 Creative Pedagogy in the Literacy Classroom (3SH)*

Provides opportunities to explore the purposes and strategies for using diverse children's literature across the curriculum to meet the learning needs of all children. Topics discussed will include read alouds, thematic teaching, storytelling, and writing. Emphasis will also be placed on ways to stimulate creativity and critical thinking.

*EDLS 580 Literacy Teacher as Instructional Leader (3SH)*

Explores the importance of professional learning, leadership, and advocacy as a career-long effort and responsibility. Examines ways to address organizational and instructional changes needed to improve student learning.

*EDLS 650 Coaching for Literacy Educators (3SH)*

Emphasizes consultative and collaborative approaches as students explore the varied roles of a literacy coach involving areas such as professional development; curriculum development; materials, curriculum, and program evaluation; and the coordination and implementation of legislation and funded programs.

*EDLS 652 Practicum: Coaching for Literacy Educators (3SH)*

Complete collaborative and coaching experiences with other teachers and put into practice the strategies learned through accompanying coursework. With supervision from literacy faculty, candidates engage in professional dialogue regarding coaching experiences and leadership decision making. Prerequisite: EDLS 650.

*EDLS 690 Literacy Action Research and Seminar (3SH)*

Design and initiate a project that integrates learning experiences, impacts classrooms or schools, and expands knowledge and practice of leadership. The culmination of this action research may take a number of forms including, but not limited to, an article for publication, a conference presentation, or curriculum development. Prerequisite: EDLS 515.

*EDM 201 Foundations of Montessori Philosophy and Educational Theory (3SH)*

Examines Montessori theory, philosophy, and pedagogy including an overview of materials and activities particular to Montessori education. Explores topics including the life and work of Maria Montessori, peace education, classroom management, community awareness and involvement, the art of observation, and professional development of teachers in the Montessori classroom. Prerequisites: EDU 102, 200, and 203.

**Engineering (EGR)**

*EGR 102 Engineering Disciplines and Skills (3SH)*

Provides solid foundation of skills to solve engineering problems. Students demonstrate problem solving techniques with spreadsheets, dimensions and units; use modeling techniques and interpret validity of experimental results. Students design projects on multi-discipline teams. Introduces professional and societal issues appropriate to engineering. Various forms of technical communication are emphasized.

*EGR 141 MATLAB Programming (3SH)*

Students formulate and solve engineering problems using MATLAB; estimate answers for comparison to computed solutions; read, interpret and write programs, instructions and output; iterate, evaluate conditional statements; and debug. Various forms of technical communication are emphasized.

*EGR 115 Engineering Design and Modeling (3SH)*

Introduction to engineering graphics and machine design. Students use hand sketching and CAD tools to visualize, communicate, rapid prototype, and analyze engineering problems. SOLIDWORKS software is used.

## **English (ENG)**

### *ENG 110 Introduction to Composition (3SH)*

ENG 110 introduces students to the fundamentals of writing. Through several short papers and writing projects, students learn the basic process of composing: inventing, planning, drafting, revising, editing, and proofreading. Students receive instruction in the fundamentals of writing sentences and paragraphs through personalized attention, peer reviews, and mandatory conferences with the instructor and a tutor. Enrollment is limited to ten students. In order to complete this required class, students must have a grade of C or higher in the course and earn a grade of C- on the final exam. Students may exempt the class through standardized test score and/or a writing placement test.

### *ENG 111 English Composition and Rhetoric I (3SH)*

English 111 introduces students to the modes of writing, with an emphasis on exposition and argumentation. The course also reviews basic processes of composing: inventing, planning, drafting, and revising. Students will learn how to develop ideas in a clear and logical manner, communicate their ideas coherently to their intended audience, and write in a correct and effective way. In addition to writing several in-class essays and short papers, students will learn the techniques and conventions of academic research. They will participate in at least one session on library and information technology. Fiction and non-fiction readings will provide discussion material and starting points for their writing. Enrollment is limited to sixteen students. Prerequisite: Completion of ENG 110 with a C or higher. Students may exempt the class and enroll in ENG 112 through standardized test score and/or a writing placement test.

### *ENG 112 English Composition and Rhetoric II (3SH)*

English 112 advances students' critical reading and writing skills by exploring how writing creates knowledge and shapes meaning; therefore, student writing will involve both print and digital formats. Throughout the semester, students will define terms, conduct research, and evaluate and synthesize evidence in order to create clearly written, sustained arguments as well as one research paper. Readings for each section of ENG 112 will explore a specific and unifying theme or question, and may include readings in fiction and non-fiction. Enrollment is limited to sixteen students. Prerequisite: ENG 111 or equivalent.

### *ENG 205 Development of Modern English (3SH)*

A study of our language from its Indo-European beginnings to present-day American. Examines the evolution of sound, structure, and meaning through Old, Middle, and Modern English, including American dialects and usage. Prerequisite: ENG 112 or 210.

### *ENG 210 Honors English Composition and Rhetoric II (3SH)*

English 210 is designed for students who have completed English 111 with an A, Honors students who have exempted 111, or students who have been recommended to enroll in the course by their ENG 111 instructors. Because placement in this course reflects a high competency in writing and reading, students will be challenged to analyze and synthesize information as they explore imaginative literature as well as historical, scientific, and other non-fiction works. Students will assess critical ideas and rhetorical strategies and learn how to apply similar approaches as they formulate their own compositions. The course will require several short papers as well as one longer research paper.

*ENG 215 (3sh)* These courses are designed to introduce students to the research, analysis and writing skills expected in disciplines. Each course will emphasize clarity, style, and correctness through teaching the writing process, including drafting, editing, and peer review. Prerequisite: ENG 112 or 210.

### *ENG 215A Writing in the Arts and Humanities (3SH)*

In this course, students will investigate the circumstances and genres in which professionals, such as practitioners, administrators, educators, or journalists, write in the arts and humanities. This course will survey fiction and non-fiction as well as primary and secondary texts and performances as the basis for writing and addressing specific audiences in the disciplines. Prerequisite: ENG 112 or 210.



*ENG 215B Writing in Science and Mathematics (3SH)*

In this course, students will investigate the circumstances and genres in which scientific professionals write. The course combines readings from different scientific disciplines geared to general audiences. Such reading will serve as the basis of writing and addressing specific audiences in the disciplines. Students should have completed at least one science course before taking the course or be co-registered. Prerequisite: ENG 112 or 210, completion of or concurrently enrolled in a science course.

*ENG 215C Writing in the Social Sciences (3SH)*

In this course, students will investigate the circumstances and genres in which professionals in the social sciences write. This course combines readings from social science disciplines geared to general audiences. Such reading will serve as the basis of writing and addressing specific audiences in the disciplines. Prerequisite: ENG 112 or 210.

*ENG 215D Writing in STEM: Political Economy of Science and Technology*

In this course, students will compose essays that addresses a wide-range of political, social, and economic factors that shape science and technology. This course provides students the opportunity to unravel some of the ongoing debates that shape science in culture today as they develop skills in critical thinking, writing, analysis, and critique.

*ENG 220 Truth and Consequence: What's Right? What's Wrong? (3SH)*

Literature explores the great moral and ethical questions and this course combines historical and contemporary readings to examine the importance of this inquiry. Students will read works of fiction and non-fiction to explore the ways cultures at particular moments in time have determined what is right, good and appropriate. Moreover, students will explore how writers have addressed the ways individuals and groups have resisted or revered cultural constructions of stigmatized, demonized or vilified behaviors in various contexts and situations. Prerequisite: ENG 112 or 210.

*ENG 222 Ethos of Inebriation (3SH)*

Since the ancient world, writers have addressed the positive power of chemicals to stimulate aesthetic creativity, to inspire spiritual revelation to enliven social interaction, and to cultivate cultural ceremonies. They have also depicted the negative effects of chemicals to undermine relationships to divide families and to ruin individual lives. Writers have covered the beneficial and the destructive aspects of inebriation. Students will read works of fiction and non-fiction to investigate how chemical inebriants (drugs and alcohol) have been portrayed as both positive and negative agents throughout literary epochs. Prerequisite: ENG 112 or 210.

*ENG 224 Writing from the Workers (3SH)*

Since the division of labor into oppositions (e.g. bourgeoisie and proletariat) those exploited for the sake of industrialization have written about their experiences. Their writing has documented the communal hardships and individual struggles they have endured and their texts pronounce the distinctive problems related to working-class under-class and lower-class experiences. Students will read works of fiction and non-fiction that address the conflict between the socioeconomic "haves" and "have nots" and the particular issues affiliated with ordinary people struggling to survive. Prerequisite: ENG 112 or 210.

*ENG 226 Their Story, Our Story: Reading the Past (3SH)*

This course includes primary and secondary texts to examine how historical events are portrayed. Students in this course read literature from a variety of periods that offer new perspectives on those histories to consider how time and distance change our views on specific conflicts, war, or social movements. Prerequisite: ENG 112 or 210.

*ENG 228 A Sense of Place (3SH)*

Regions of the country, specific cities, or imaginary settings, a sense of place is significant to the production and the reception of literary works. This class will look at how writers talk about borders both

geographic and metaphorical and at travel writing to consider how these authors create bridges that help us define, map, understand differences. (Prerequisite ENG 112 or 210.)

*ENG 230 Engaging the Senses: The Arts and/or Adaptation (3SH)*

This course explores a variety of primary and secondary texts, some of them performed, to consider the role of the arts in literature. Although humans have been adapting stories from one form to another for millennia, in recent years, the process has received increasing attention from critics and popular audiences. How do authors transport us into the world of art, and how might original stories and their adaptations by painters, musicians, and dancers help us understand these art forms and those who create them? Prerequisite: ENG 112 or 210.

*ENG 232 Spectrum of the Rainbow: Literature of Diversity and Identity (3SH)*

Students will read literature from a variety of periods and cultures that considers aspects of human diversity and the fashioning of identity. How do authors negotiate differences between the writing self and the written self or the relationship between writer and audience? Making use of primary literary texts (novels, short stories, poetry, etc.) as well as secondary materials (film, TV, non-fiction), students will gain a better understanding of how literature explores and reveals diversity in America and the wider world. Possible topics include: African -American Literature, Stories of Displacement, Women's Lives, and Gay and Lesbian Literature. Prerequisite: ENG 112 or 210.

*ENG 234 The Modernists, Modernity, and Postmodernism (3SH)*

This course focuses on contexts, authors, and literary works of modernity and/or postmodernism. Students will explore the history of, cultural responses to, and purposes of these genres and the forms of fiction utilized by modern authors. Possible topics: modern poetry, modern fiction, realism, African American postmodernism, Latin American magical realism. Prerequisite: ENG 112 or 210.

*ENG 236 Love, Friendship, and Family (3SH)*

Our idea of what constitutes "family" is constantly changing, but how we feel about family seems to be as complex as ever. Who are our "loved ones," and how do they both trouble and comfort us? This class considers how authors and artists have addressed the ideas of love and friendship, courtship and marriage, as well as family and estrangement. Prerequisite: ENG 112 or 210.

*ENG 238 The Quest for Faith: Gods, Monsters, and the Supernatural (3SH)*

This course explores readings that engage questions and manifestations of faith, both contemporary and/or historical. Stories from the ancient world and new mythologies of the modern superhero push readers to imagine new worlds and reimagine the existing one. Students will explore a variety of sacred and secular narratives from western and/or non-western religions to consider the ways humanity has sought to understand the universe and the earth, and the ways humanity seeks meaning in spite of or because of the fragility of human life. Prerequisite: ENG 112 or 210.

*ENG 240 Factual Fictions: Literature and Science (3SH)*

Hypothesis, observation, and the search for knowledge - both science and technology fascinate writers. This course combines readings from fiction and non-fiction that explore the natural world and the world of the imagination. Readings might focus on works of dystopia and science fiction as well as foundational texts in the sciences or the social sciences. Prerequisite: ENG 112 or 210.

*ENG 250 Literary History (3SH)*

This survey course will introduce students to literary periods, genres, and movements with an emphasis on British and American literature. The close ties between historical and cultural development and literature will be examined by concentrating on representative texts. Prerequisite: ENG 111.

*ENG 251 Children's Literature and Folklore (3SH)*

A critical survey of literature for and about children. Readings cover a range of literary genres, explore the history and interpretation of children's literature, and consider how children's literature conveys cultural and aesthetic values. This course introduces prospective teachers and others to the practical implications

of book selection. Required for certification in early childhood and elementary education. Prerequisite: ENG 112 or 210.

*ENG 255 Playwriting I (3SH)*

(Cross Reference: THE 255) A study of fundamentals of writing plays. Course requirements include the completion of an original one-act play.

*ENG 260 Literary Criticism (3SH)*

An introduction to critical theory, including structuralist, deconstructionist, Marxist, gender, and post-colonial theories. English majors should complete the course before their junior year. Prerequisite: ENG 112 or 210.

*ENG 289 Film Criticism (3SH)*

(Cross Reference: COM 289) This course introduces students to the ways film communicates and creates messages through storytelling such as genre, formal techniques such as editing and sound, and theoretical approaches. Students will practice how to write about the discuss films critically.

*ENG 315 Major American Author (3SH)*

Great American writers have attracted public attention as shapers of American thought. This course will consider writers whose work has made a significant contribution to American literature and culture. Students will examine the author's work in the context of the literary movements and the political and social events of the day, as well as the period's major themes and figures. Students will consider the author's development as an artist and stylist in relation to these contexts. Course may be repeated for credit. Prerequisite: ENG 112 or 210.

*ENG 316 Major British Author (3SH)*

When people think of British literature, they think of great authors. Students in this class will look at writers whose work and innovations made significant contributions to British literature. The course will consider the author's development as an artist and stylist in relation to these contexts. Course may be repeated for credit. Prerequisite: ENG 112 or 210.

*ENG 317 Major Global Author (3SH)*

From the ancient world onwards, authorship has been one recognized form of genius and influence. Students in this course will investigate the works of writers whose works and innovations have made significant contributions to world culture. Students will examine the author's development as an artist and stylist in relation to social and literary contexts. Course may be repeated for credit. Prerequisite: ENG 112 or 210.

*ENG 320 Literary Period or Movement (3SH)*

While many authors are known for their individual work, some periods have spawned multiple authors working in relation to one another. Students in this course will examine the debates, dissensions, and collaborations of multiple authors active in a single period or school. Course may be repeated for credit. Prerequisite: ENG 112 or 210.

*ENG 361 Young Adult Literature (3SH)*

This course offers a critical reading of the literature written for and read by young adults. Course readings address the history and literary representation of adolescence in America, book selection for young adults, and the young adult novel and censorship. Required for English Education majors. Prerequisite: ENG 112 or 210.

*ENG 363 Seminar in Tutoring and Writing (3SH)*

A course designed for English Education majors, writing center tutors, and others interested in learning to: a) assess their own and other students' writing skills and needs; b) interpret progress in the development of such skills; c) prescribe suitable techniques and materials for overcoming writing

difficulties; d) develop styles, strategies and approaches to teaching writing skills to students of various social, regional and cultural backgrounds as well as different ability levels and styles of learning. Students in this course will be required to observe and tutor in the Writer's Studio. Prerequisite: ENG 112 or 210 and permission of the instructor.

*ENG 365 English Methods (3SH)*

This course explores the history, theory, and practical approaches for teaching English in secondary schools. Students complete twenty hours of field experience in a high school classroom and teach a supervised lesson. Open only to English majors or by permission of the instructor. Prerequisite: ENG 112 or 210.

*ENG 370 Writing for the Media (3SH)*

(Cross Reference: COM 370) This course explores the concept of news in our democratic society and introduces students to the skills needed by reporters in print, broadcast and online media. The course teaches students how reporters get information and then shape that information through news writing into stories that are clear, accurate and fit the requirements of the medium for which the reporter is producing the story. Prerequisite: ENG 112 or 210, or permission of the instructor.

*ENG 371 Writing for the Workplace (3SH)*

Students will learn to communicate effectively in simulated workplace environments to both specialized and general audiences. Course readings and assignments will focus on creating documents required in professional settings. Course includes instruction in writing and designing job application letters and resumes, correspondence letters and memos, instructional manuals, proposals, and formal reports, as well as giving oral presentations. Workplace simulations and case studies provide the context for professional writing. Prerequisite: ENG 112 or 210.

*ENG 372 Creative Nonfiction (3SH)*

The course critically examines published creative nonfiction, as well as student writings, in order to gain deeper understanding of the genre of creative nonfiction. Students will translate their personal experience and research into effective pieces of creative nonfiction (memoir, personal essay, personal/literary journalism). In addition, students will examine ethical considerations involved when writing from "real" life. Students should be prepared to have their work critiqued in open discussion by the class, as well as in private session with the instructor. Prerequisite: ENG 112 or 210.

*ENG 373 Public Relations Writing (3SH)*

(Cross Reference: COM 373) An introduction to the preparation of technical and scientific copy typical of business, industry and government. Includes instruction in writing and designing advertising copy, media releases, house organs, newsletters, and brochures with some emphasis on oral and audiovisual presentations. Prerequisite: ENG 112 or 210.

*ENG 375 Script Writing for Radio, Television and Film (3SH)*

(Cross Reference THE 375) A workshop designed to teach script writing formats for advertising, dramatic and documentary productions. Prerequisite: ENG 112 or 210, or permission of the instructor.

*ENG 378 Creative Writing (3SH)*

A course involving the critical examination of student productions in fiction and poetry. Students must be prepared to have their work criticized in open discussion by the class as well as in private session with the instructor. Prerequisite: ENG 112 or 210.

*ENG 379 Practicum in Professional Writing (1-3SH)*

An off-campus supervised internship providing on-the-job experience in writing copy for public relations, advertising, technical and scientific services, newspaper and magazine journalism. Placement may involve one or more of these experiences depending on intern's background. Prerequisite: ENG 112 or 210.

*ENG 400 Senior Seminar (3SH)*

Concentrated study of selected authors, works, genres or themes important to British and American literature. A preliminary unit of this course is devoted to advanced methods of literary criticism and research. Students must submit a major research paper. Required for English majors. Open only to majors and minors or by permission of the instructor. Prerequisite: ENG 260.

*ENG 410 Genre Studies (3SH)*

The form of a literary work shapes what an author says and how she says it. As a result, authors experiment within forms to discover their possibilities as well as their limits. Students will explore the development and features of a single genre through the examination of specific examples of that genre. The course may either investigate the development of the genre across time or attend to the specific uses of the genre in a single cultural moment. Although these courses may include some texts in translation, their primary content will be drawn from English language texts. Course may be repeated for credit. Prerequisite: ENG 260 or by permission of the instructor.

*ENG 420 Literary Themes (3SH)*

Some issues have been of such importance to human societies that they appear in literary texts that span many times and places. In this course, students will explore the ways that authors adapt and employ thematic elements in relation to the demands of their chosen forms and of their specific cultural contexts. Although these courses may include some texts in translation, their primary content will be drawn from English language texts. Course may be repeated for credit. Prerequisite: ENG 260 or by permission of the instructor.

*ENG 455 Playwriting II (3SH)*

(Cross Reference: THE 455) An advanced study of play writing techniques. Each student is required to write two one-act plays or one three-act play. Prerequisite: ENG/THE 255. (Offered as needed)

*ENG 199, ENG 299, ENG 399, ENG 499 Special Topics (1-3SH)*

To be offered at the discretion of the English Program faculty as study topics including independent study, internships, study abroad, research assistantships, and other writing and literature-related projects.

**Environmental Studies (ES)**

*ES 103 Introduction to Environmental Science (3SH)*

(Cross Reference: BIO 103) This course is designed as an introduction to the major environmental problems faced today. Students will learn how the environment impacts our way of life, and how changes in the environment have the potential to adversely affect humans and other organisms. The course uses case studies to show students how science works to solve environmental issues and emphasizes a critical thinking approach to these issues.

*ES 260 Environmental and Sustainability Communication (3SH)*

(Cross Reference: COM 260) This course introduces students to the basics of environmental and sustainability communication studies. By way of an exploration of various scholarly and popular media, this course will identify and analyze familiar expressions and forms of communication (genres, tropes, such as metaphors and synecdoche, and cultural narratives) central to environmental sustainability communication. The focus will be on how different ideas and issues related to environmentalism and sustainability are circulated, used, and contested by different cultural, social, and political communities.

*ES 360 Applied Ecology: The Human Predicament (4SH)*

(Cross Reference: BIO 360) A study of the ecological bases for the human environmental predicament. Topics will include: the structure and function of ecosystems and services they provide to human populations; the principles of population dynamics and their application to human populations; the distribution and characteristics of biomes in relation to human land use; the current and projected production of human food; the current and projected human use of land, water, forests, and energy; pollution and other disruptions to ecological services; the social and political context of some environmental problems and their potential solutions. Laboratory studies will include the study of techniques to quantify anthropomorphic modifications of ecological communities, and the technologies

used to reduce or ameliorate human environmental impacts. Prerequisites: BIO 210 or ES/BIO 103. Lab fee required. (Offered as needed)

*ES 199/299/399/499 Special Topics (1-3 SH)*

To be offered at the discretion of the environmental studies program either as a directed research project or for non-listed course offerings such as ecotourism, media and the environment, the politics of climate change, or advanced topics in the field.

**French (FRE)**

*FRE 101 Elementary French I*

*FRE 102 Elementary French II (3SH)*

These courses provide an introduction to the fundamentals of the French language and employ the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The courses compare and contrast cultural differences between communities in the French-speaking and English-speaking regions of the world. They also emphasize skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar. Additionally, they help students understand written and spoken French by practicing aural and reading comprehension skills at an elementary level. Native speakers may take this course with permission of the instructor for Satisfactory/No credit only. Prerequisite for FRE 102: FRE 101 or equivalent. (Offered as needed)

*FRE 1012 Intensive Elementary French (6SH)*

This course provides an introduction to the fundamentals of the French language and employs the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The course compares and contrasts cultural differences between communities in the French-speaking and English-speaking regions of the world. It also emphasizes skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar including direct object, indirect object, and reflexive pronouns. Additionally, it helps students understand written and spoken French by practicing aural and reading comprehension skills at an elementary level. Prerequisite: None. Native speakers may take this course with permission of the instructor for Satisfactory/No credit only. (Offered as needed)

*FRE 110 Elementary Oral Communication Abroad (3SH)*

This course focuses on everyday conversation for the students at the 100-level. Students will be provided with the necessary tools to be able to have basic oral communication in a French-speaking environment. Experiences on the streets and in other public places, and especially with the host families, will reinforce the teaching. Prerequisite: permission of the instructor. (Offered on approved study abroad trips only)

*FRE 210 Intermediate Oral Communication Abroad (3SH)*

This course focuses on everyday conversation for students at the 200-level. Students will be provided the necessary tools to be able to have intermediate oral communication in a French-speaking environment. Experiences on the streets and in other public places, especially with host families, will reinforce the teaching.

Prerequisite: completion of the non-native language requirement in French. (Offered on demand)

*FRE 199, FRE 299, FRE 399, FRE 499 Special Topics (1-12SH)*

To be offered at the discretion of the department.

**Geology (GEO)**

*GEO 101 Historical Geology (3SH)*

An introduction to geology with an emphasis on geologic time, the origin and development of living things, the fossil record, the rock record, and the principles of uniformitarianism and superposition, as explained by plate tectonics theory. Prerequisite: MAT 101 or its equivalent.

*GEO 101L Historical Geology Laboratory (1SH)*

To be elected concurrently with enrollment in GEO 101. Lab fee required.

***GEO 102 Environmental Physical Geology (3SH)***

An introduction to geology including: earth materials, surface processes, internal processes, and tectonics. Emphasis will be placed on the environmental aspects of all areas of physical geology as well as the application of geologic principles to major environmental issues facing individuals and society as a whole. Prerequisite: MAT 101 or its equivalent.

***GEO 102L Environmental Physical Geology Laboratory (1SH)***

To be elected concurrently with enrollment in GEO 102. Lab fee required.

***GEO 361 Earth Science and Human Environment (3SH)***

(Cross Reference: ES 361, GPY 361) An examination of the earth science bases of the human environmental predicament. Topics will include: the effect of climate and geography on the human environment; the soil, rock, and mineral foundations of human society; water, soil and air as resources; the possibilities and consequences of bolide impact on human society; consideration of geologic time with respect to environmental problems. The course will include a study of several important scientific, non-fiction, and fictional works by writers who have addressed these issues. Prerequisite: GEO 102 or permission of instructor.

***GEO 199, GEO 299, GEO 399, GEO 499 Special Topics (1-12SH)***

Students are encouraged to plan learning experiences with geology faculty in areas related to the earth sciences. Possible areas of study: earthquakes, climate and weather, volcanism, local geology. Lab fee may be required.

**Geography (GPY)**

***GPY 201 World Regional Geography (3SH)***

An introduction and analysis of major world regions and their primary constituent countries. Emphasis will be placed on the physical resources, cultural heritage, and potential for development of each region. (Offered in alternate years)

***GPY 361 Earth Science and Human Environment (3SH)***

(Cross Reference: ES 361, GEO 361) An examination of the earth science bases of the human environmental predicament. Topics will include: the effect of climate and geography on the human environment; the soil, rock, and mineral foundations of human society; water, soil and air as resources; the possibilities and consequences of bolide impact on human society; consideration of geologic time with respect to environmental problems. The course will include a study of several important scientific, non-fiction, and fictional works by writers who have addressed these issues. Prerequisite: GEO 102 or permission of instructor.

**History (HIS)**

***HIS 197 History and Historians (3SH)***

This course provides an introduction to the world of the professional historian. It includes a thorough survey of the development of the field of history over time, from the ancient Greeks to the current eclectic and post-modern historians. The student will gain an awareness of the environment in which historians work and the political and philosophical controversies that characterize academic history today. Finally, students will become familiar with the manner in which historians work, as they do research in leading refereed journals.

***HIS 201 The United States from Discovery to 1865 (3SH)***

A survey of the key social, political, and cultural developments in American history from Pre-Columbian times to the end of the Civil War.

***HIS 202 The United States since 1865 (3SH)***

An examination of the national experience from the Reconstruction Era to the present, with a focus upon major social, political, and economic developments.

*HIS 210 Western Civilization I (3SH)*

From the origins of history to 1600 with emphasis on the intellectual development of the western world and an introduction to the historical method. (Offered every year)

*HIS 211 Western Civilization II (3SH)*

From 1600 to the present. This course emphasizes the intellectual development of the western world and an introduction to the historical method. (Offered every year)

*HIS 212 The Civilization of the Middle Ages (3SH)*

A brief political treatment, with emphasis on the social, economic and institutional development of medieval Europe. (Offered alternate years)

*HIS 241 Modern East Asian History (3SH)*

This course examines the rise of Japan from an isolated war-torn medieval land to a world power, as well as the metamorphosis of China from a self-contained Empire to a giant upon today's world stage. It also studies the dilemma of Korea, caught between the two Asian powers. Prerequisite: ENG 111. (Offered in alternate years)

*HIS 255 Middle Eastern History from Mohammed to Mubarak (3SH)*

Traces the history of Muslim West Asia and North Africa from the advent of Islam to the present. It examines both continuities and changes across the centuries (c. 600-1990), while stressing the great diversity of peoples and cultures within the Middle East. Prerequisite: ENG 111. (Offered in alternate years)

*HIS 303 History of Anthropology (3SH)*

A survey of cultural and social anthropology, from its roots in classical philosophy and the Enlightenment. Emphasis on twentieth-century American ethnography, British social anthropology, functionalism, structuralism, and post-structuralism. Some attention to sibling disciplines such as archeology and sociology. Prerequisite: HIS 201 or HIS 202 or HIS 210 or HIS 211.

*HIS 310 United States History 1800-1860 (3SH)*

From the political revolution of 1800 to the firing on Fort Sumter, this course will deal with the personalities, programs, and problems which shaped United States history in the period prior to the Civil War. Prerequisite: HIS 202. (Offered in alternate years)POL 201

*HIS 320 Teaching Secondary School Social Studies (3SH)*

(Cross Reference: EDU 320) Covers methods of teaching the social studies with an emphasis on teaching history. Topics include a study of the modern studies curriculum, materials evaluation, and acquisition, lesson planning and evaluation techniques. Observing and working in local classrooms are important parts of this course. Does not carry credit towards a major in history. Prerequisites: EDU 102, 201, HIS 201, 202, 210, 211, GPY 201, POL 201, SOC 201, BA 221 and completion of 20 hours of clinical internships in public school classrooms.

*HIS 321 The Second World War (3SH)*

This course introduces students to the Second World War's causes, campaigns, personalities, and impact on six continents. It devotes considerable attention to the causes of the war, as well as the nature of the world and individual countries before the war in order to better understand the changes produced by the war. Prerequisite: HIS 211 or permission of the instructor. (Offered in alternate years)

*HIS 322 The African American Experience (3SH)*

(Cross Reference: AAS 322) A detailed exploration of the history of African Americans from 1619 to the present. Major topics include the conditions of slavery, the impact of the Civil War and Reconstruction, the Jim Crow era, the Civil Rights Movement, and the rise of Black Nationalism. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)



*HIS 330 The Vietnam War (3SH)*

A rich and detailed examination of the longest war in American history, focusing upon such topics as the history and culture of the Vietnamese people, the French experience in Indochina, the United States' diplomatic and military efforts in the region, the experiences of military personnel, the anti-war movement, and the enduring legacy of this controversial conflict. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

*HIS 331 The South to 1877 (3SH)*

From Colonial times through the Reconstruction period, with an emphasis on the political, social, and economic history of the region. Prerequisite: HIS 201 or permission of the instructor.

*HIS 332 The New South (3SH)*

From the end of Reconstruction to the present. Topics include southern agriculture and industrial development, Populism, the South's important role in national politics, the impact of war and depression, race relations, southern urbanization, and the endurance of southern culture to the present. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

*HIS 333 The American Civil War (3SH)*

No episode in American history has had as profound and enduring an impact on the United States as the Civil War. In this course students engage in a group effort to make sense of this complex and tragic conflict, examining the causes of the war, the military strategy and tactics of the Union and Confederacy, the social and political impact of the war, the process of Emancipation, and numerous other topics.

*HIS 335 United States Business History (3SH)*

(Cross Reference: BA 335) Traces the development of business in the United States from the Colonial period to the end of the twentieth century. Emphasis is placed on economic and institutional factors, and also on the lives of great entrepreneurs. Prerequisite: permission of the Department of Business.

*HIS 336 American Women in History (3SH)*

A multidisciplinary survey of the experiences of American women from the Pre-Columbian era to recent times. This course will feature, in addition to standard historical sources, novels, films, and visiting speakers. Prerequisite: Permission of the instructor. (Offered in alternate years)

*HIS 342 Modern Britain: 18th Century to the Present (3SH)*

In the past 250 years, Britain created an empire spanning the globe, only to lose it in the changing circumstances of the twentieth century. Britain was the first industrial nation, and the first victim of the high-technology revolution. It brought us two-party politics and the welfare state, and now seems to reject both. This course examines this historical drama, so full of meaning in the United States grappling with its own role in the post-Cold War world. Prerequisite: HIS 211 or permission of the instructor.

*HIS 351 Modern France (3SH)*

This course introduces students to major themes and events of French history since c. 1789. It examines major trends in politics, ideas, economics, and society as they influenced the development of France. It emphasizes the metamorphosis of the state, struggles over controlling the state, and the impact of the state on everyday lives of people subject to it. Prerequisite: HIS 211 or permission of the instructor. (Offered in alternate years)

*HIS 353 Modern Germany (3SH)*

A survey of German history from the Revolutions of 1848 to the present, with emphasis on the unification of Germany, the Kaiserreich, World War I, the Weimar and Nazi Periods, and Germany during the Cold War. Prerequisite: ENG 111 or equivalent.

*HIS 354 Nazi Germany (3SH)*

A close analysis of the Nazi period, beginning with the Volkisch roots of Nazism and continuing with the post- World War I crisis, the biography of Hitler, and Nazi ideology. Main emphasis on the building of a

totalitarian regime; culture and politics in the Nazi period; and the conduct of World War II and the Holocaust. Prerequisite: ENG 111 or equivalent.

*HIS 355 Modern Russia (3SH)*

An in-depth look at Russian history from the late imperial period to the present. Emphasis given to intellectual, economic and political developments, including Marxism-Leninism; the Stalinist Terror; World War II; the Cold War; the nationality question; and the collapse of the Soviet Union. Prerequisites: HIS 211 and ENG 111, or equivalent; or permission of the instructor

*HIS 360 Latin America (3SH)*

(Cross Reference: POL 360, SOC 360) The history of Latin America from earliest times to the present, with an emphasis on major political and social developments. Prerequisite: ENG 111.

*HIS 361 Modern Revolutions (3SH)*

(Cross Reference: POL 361, SOC 361) Comparative history and political sociology of 18th through 20th century revolutions including revolutions in France, the U.S., Mexico, Russia, China, Cuba, Iran and Nicaragua. Prerequisite: SOC 101 or 102 or POL 101 or HIS 210. (Offered in alternate years)

*HIS 365 History and People of Mesoamerica (3SH)*

A travel course consisting of didactic lectures, assigned readings and videos, and other discussions and activities, prior to travel; and also including at least eight days travel in Yucatan visiting relevant archeological and modern Maya sites. The course includes the following eras: Olmec, Maya PreClassic, Maya Classic, Maya PostClassic, the Conquest, the Colonial, War of Independence, Neocolonialism and the Mexican-American War, the War of the Castes, Henequin and Debt Bondage, the Mexican Revolution, and Modern Yucatan. The course includes two days with a family in a Yucatek Mayan village. It also includes visits to three Mayan archeological sites, including Chichen Itza and Tulum, and other educational activities and experiences in Yucatan.

*HIS 371 Early Modern Europe (3SH)*

From the dawn of the Renaissance in fourteenth-century Italy to the eve of the French Revolution. This course investigates the major intellectual questions of the era from Dante to Rousseau, as well as the shaping of the modern state from the Burgundian Court to Robert Walpole and the birth of modern politics. The European expansion and the growth of prosperity provide a background for the study of evolving European social life. Prerequisite: HIS 211. (Offered in alternate years)

*HIS 411 The Contemporary United States (3SH)*

From 1945 to the present; emphasis on the social, political, cultural, and economic changes that shape contemporary life. Special emphasis on the changing roles and status of women and racial minorities in modern America. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

*HIS 421 Making of the Contemporary World (3SH)*

(Cross Reference: POL 421) This course will provide an in-depth view of pressing issues in recent world history, such as poverty in the developing world; north-south income disparities; ecological degradation; de-colonization; the end of the cold war; ethnic and race relations; religious strife; geopolitical disputes; technology transfer; the rights of indigenous peoples; women's rights; and alternative forms of diplomacy. Prerequisite: HIS 210 or 211, or permission of the instructor.

*HIS 451 The Viking Age (3SH)*

A seminar-style course aimed at the great Viking movement from its Scandinavian origins into Eastern Europe, the north Atlantic world, and beyond. Students will analyze the causes of the Viking movement, Norse religion and Christianization, the overseas settlements, and the long-term impact of the age on the development of several European and Atlantic countries. Prerequisites: HIS 210 and ENG 112 or 210, or equivalent; or permission of the instructor.

*HIS 455 The Holocaust and Modern Memory (3SH)*

This course addresses the uses of history. Students will become grounded in the narrative of holocaust history and examine whether the holocaust should be broadly defined to include many victim groups or narrowly defined as an anti-Semitic phenomenon. Students will learn to think critically about why and how the Holocaust has entered modern political and cultural discourse. Prerequisites: HIS 211 and ENG 112 or 210, or equivalent; or permission of the instructor.

*HIS 460 Roosevelt to Roosevelt: The United States from 1900-1945 (3SH)*

An intensive exploration of American society during the first half of the twentieth century. Topics include Progressivism, American participation in World War I, the New Era of the 1920s, the Great Depression, the New Deal, and the Second World War. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

*HIS 491 Practicing the Historian's Craft (3SH)*

In this course, students become practicing historians. Under the close supervision of the instructor, students will design and prepare the senior thesis. The thesis must be an original work of research, integrating primary source materials with secondary sources. The instructor will carefully monitor the students' creative thinking, analytical abilities, and writing skills.

*HIS 199, HIS 299, HIS 399, HIS 499 Special Topics (1-12SH)*

**Honors (HON)**

*HON 291 Introduction to Honors Thesis (1SH)*

A one-credit hour introduction to developing an honors thesis project.

*HON 490 Honors Thesis (1-3SH)*

Involves planning and execution of the student's research project. It may be worth one to three semester hours and may be repeated for credit up to a total of no more than three semester hours.

*HON 491 Honors Thesis II (1-3SH)*

Involves the writing and public presentation of the final research project and may also be worth one to three semester hours, but may not be repeated. A final project evaluation by the Project Review Committee will occur prior to the meeting of the Faculty Senate at which the student's graduation with honors will be approved. Honors students will present their projects to the campus community in a suitable venue (such as the Celebration of Academics Week held each spring semester) approved by the Honors Program Committee. HON 491 must be completed with a minimum grade of C. If the student does not achieve the minimum grade of C, the student must retake the course at Coker College.

*HON 199/299/399/400 Honors Seminar (1-3SH)*

To be offered at the discretion of the Honors Program. These co-taught seminars focus on a subject area identified by the Honors Committee as key to a modern education.

**Interdisciplinary Studies (IS)**

*IS 200 Introduction to Interdisciplinary Studies (3SH)*

This course introduces the student to an interdisciplinary approach to studies relevant to the chosen career field. It includes career research and field service or shadowing in an organization, business, or institution relevant to the student's interest (45 hours supervised or in related activities). The course results in a clear articulation of plans (both academic and professional) and the relevance of specific courses to such plans. The course also results in a project title that reflects the topic of the student's interdisciplinary pursuit (to be forwarded to the Office of Academic Records). Prerequisite: ENG102 or 210

*IS 301 Interdisciplinary Research (1-3SH)*

Designed to build on skills and knowledge acquired in IS 200, this course allows students to pursue an individualized interdisciplinary research project that matches their career interests. Projects are designed with initial support from faculty members in the disciplines involved and then supervised by the Coordinator of Interdisciplinary Studies. Students will draw on existing library resources as they apply the

Broad model to conduct interdisciplinary research. Number of credit hours is determined by extent of research project proposed. Course can be repeated for credit. Prerequisite: IS 200 or permission of the instructor.

*IS 302 Interdisciplinary Internship (1-3SH)*

Designed to give interdisciplinary majors academic credit acquired in supervised work in the field of their career interest. Internships are arranged in coordination with the Career Development Center based on the individual interest of the student. Internships are supervised by the Coordinator for Interdisciplinary Studies; students keep a reflective account that addresses interdisciplinary qualities. Number of credit hours is determined by internship hours (45 hours of internship per semester credit hour). Course can be repeated for credit. Prerequisite: IS 200 or permission of the instructor.

*IS 400: Interdisciplinary Studies Senior Capstone (3SH)*

This course completes the student's studies in the Interdisciplinary Studies Program with the creation of a capstone work, which can consist of any one of the following: a substantial relevant internship experience accompanied by a written reflection; a substantial capstone project (such as a set of program notes, a publication, etc.); or a substantial research paper. The student's work is supervised by the individualized advisory committee of the two to three faculty members from the relevant departments, in addition to the Coordinator of Interdisciplinary Studies. This course must be taken during the student's senior year.

**International Studies (INS)**

*INS 410 International Studies (3SH)*

Individual research in communication, economics, history, politics or culture focusing on relations between societies or on specific societies outside the United States. The student will be supervised by a faculty member from the discipline relevant to the student's research interest. This course does not count for General Education Program requirements. (Offered as needed)

**Library (LIB)**

*LIB 101 Introduction to Library Research Skills (1SH)*

This course is a basic introduction to the process of doing research: finding information, interpreting it, and putting it to use. Students are introduced to a variety of information sources, including books, periodicals, databases, and websites. Citation style is discussed with an emphasis on APA and MLA styles and how properly citing sources is related to academic integrity.

**Mathematics (MAT)**

*MAT 100 Basic Algebra (3SH)*

Includes a review of arithmetic, solutions of linear and quadratic equations, integral and rational exponents, and factorization and simplification of algebraic expressions. (Does not count towards major or minor requirements.)

*MAT 100D Basic Algebra (1SH)*

Includes a review of arithmetic, solutions of linear and quadratic equations, integral and rational exponents, and factorization and simplification of algebraic expressions. (Does not count towards major or minor requirements. Day students only. S/NC grading system only.)

*MAT 101 Intermediate Algebra (3SH)*

A study of the algebra and applications of linear, quadratic, absolute value, square root, exponential, and logarithmic functions through graphs. Includes fundamental concepts of functions such as domain, range, transformations, and inverse. Prerequisite: MAT 100, placement criteria, or equivalent background. (Does not count towards major or minor requirements.)

*MAT 197 Freshman Mathematics and Computer Science Seminar (1SH)*

(Cross Reference: CS 197) The purpose of this course is to begin to train students in techniques that will assist them in the successful completion of a degree in mathematics or computer science. The course will also introduce students to careers in mathematics and computer science.

*MAT 201 Mathematical Reasoning (3SH)*

(Cross Reference: CS 201) An introduction to logic and methods of proof, algorithms, counting, Boolean algebra, graph theory, and finite state machines. Pre- or corequisite: CS 110, MAT 222 or permission of the instructor.

*MAT 203 Elementary Statistics (3SH)*

An introduction to probability and to the use of statistical methods and applications. Topics include descriptive statistics, various distributions, random variables, estimation, hypothesis testing, regression and correlation, and analysis of variance. Prerequisite: MAT 101, placement criteria, or equivalent background.

*MAT 210 Precalculus (3SH)*

A study of functions meant to prepare a student for calculus. Topics include systems of equations, polynomial functions, rational functions, trigonometric functions, and inverse functions. Prerequisite: MAT 101, placement criteria, or equivalent background. (No credit toward major)

*MAT 220 History of Mathematics (3SH)*

Students will investigate how people and societies have used mathematics and quantitative reasoning to solve problems throughout history. Students will learn about the universality and adaptability of mathematics by applying the variety of quantitative reasoning methods invented by different cultures to solve historical problems. Prerequisite: MAT 101, placement criteria, or equivalent background.

*MAT 222 Calculus I (4SH)*

Limits and continuity, the derivative, differentiation of algebraic and trigonometric functions, applications of derivatives, Fundamental Theorem of Calculus. Prerequisite: MAT 210 or permission of the instructor.

*MAT 223 Calculus II (4SH)*

Techniques of integration, applications of integrations, improper integrals, infinite series. Prerequisite: MAT 222 or permission of the instructor.

*MAT 224 Calculus III (4SH)*

Vector representation of curves and surfaces, partial derivatives, multiple integrations. Prerequisite: MAT 223 or permission of the instructor.

*MAT 240 Seminar in Tutoring Mathematics (2SH)*

This course prepares students planning to seek employment as peer math tutors in the Center for Quantitative Literacy. Includes administrative aspects of working in the QL Center, a review of course materials and guidelines for MAT 100, 101, 210 and 203, and best practices for tutoring. Students will complete an internship in which they observe and assist current peer tutors, for which they will be compensated. Does not carry credit towards the general education CORE requirement. Does not carry credit towards a major or minor in mathematics. Prerequisite: Instructor consent.

*MAT 308 Probability and Statistics (3SH)*

A calculus based study of probability distributions and their application to statistical analysis. Prerequisite: MAT 223.

*MAT 311 Topics in Geometry (3SH)*

Euclidean and non-Euclidean geometries including methods of proof, Riemannian geometry, hyperbolic geometry, and geometric transformations. Prerequisite: MAT 201 and MAT 223.

*MAT 315 Linear Algebra (3SH)*

Linear equations and matrices, vectors and vector spaces, linear transformations, eigenvalues and eigenvectors, orthogonality, and applications. Interactive activities explore the graphical, numerical, and symbolic capabilities of computer algebra systems. Prerequisite: MAT 222.

*MAT 316 Differential Equations (3SH)*

Solutions of first order and higher order differential equations and their applications; power series solutions; introduction to Laplace transformations and numerical solutions. Prerequisite: MAT 223.

*MAT 318 Teaching Secondary School Mathematics (3SH)*

(Cross Reference: EDU 318) Covers methods of teaching algebra, geometry, trigonometry, probability and statistics, computing, applied mathematics and unified mathematics. Considers recent curriculum changes to prepare students for teaching in secondary schools. Topics include the use of models and manipulatives, the role of computers and computer simulations, diagnosis and remediation, how to find real applications, general classroom organization and textbook selection criteria. Includes a required field experience in a public school classroom. Prerequisites: EDU 102, EDU 200, EDU 201, MAT 210, a college-level course in computer programming, or permission of the instructor.

*MAT 375 Computational Methods (3SH)*

(Cross Reference: CS 375) An introduction to computational and numerical mathematics. Topics include computer arithmetic, error propagation, roundoff error, root finding methods, numerical differentiation, numerical integration, and polynomial interpolation. Prerequisites: MAT 223, CS 110 or permission of the instructor.

*MAT 450 Abstract Algebra (3SH)*

Sets and mappings, equivalence relations, groups, isomorphisms, cosets, Lagrange's Theorem, rings, integral domains, and fields. Prerequisites: MAT 201 and MAT 315, or permission of the instructor.

*MAT 451 Introduction to Topology (3SH)*

An introduction to Euclidean spaces, metric spaces, and point-set topology, with an emphasis on proof technique. Prerequisite: MAT 201, 222.

*MAT 452 Real Analysis (3SH)*

Rigorous proofs of many calculus results. Topics include cardinality of sets, limits of sequences and series, continuity, and derivatives. Prerequisite: MAT 224 or permission of the instructor.

*MAT 475 Numerical Analysis (3SH)*

(Cross Reference: CS 475) Numerical linear algebra, numerical solutions to differential equations, and analysis of algorithm stability and accuracy. Prerequisites: MAT 315, MAT 316, MAT 375, or permission of the instructor.

*MAT 491 Seminar I (1SH)*

*MAT 492 Seminar II (1SH)*

*MAT 493 Seminar III (1SH)*

(Cross Reference: CS 491, 492, 493) This capstone course sequence is intended to give students exposure to research in mathematics or computer science, presentation skills, and technical writing. Students will work with an assigned faculty member to select a research topic. With minimal supervision from faculty, students are expected to research appropriate resources, analyze and solve problems related to the content topic and its applications, organize and deliver presentations using technology, and write a final paper. For one of the seminar courses, students may participate in a practicum in which they are supervised in a content-related work environment. Students are expected to show growth during the sequence in the areas of creative and analytical thinking, and effective writing and speaking, and demonstrate in 493 that they can do senior-level work. Prerequisites: Junior or Senior standing in the major, MAT 222 and nine additional hours toward the major, or permission of the instructor.

*MAT 494 Research in Mathematics (1-3SH)*

Directed independent research in mathematics. Students will be encouraged to present their research in the form of a poster presentation at a scientific conference. This course may be repeated for additional credit. Prerequisite: permission of the instructor (Offered as needed)

*MAT 199, MAT 299, MAT 399, MAT 499 Special Topics (1-12SH)*

To be offered at the discretion of the mathematics faculty either as a directed research project or for non-listed course offerings such as: Mathematical Statistics, Complex Analysis, Real Analysis II, Abstract Algebra II, Graph Theory, Number Theory, Mathematical Chaos.

**Management and Leadership (MGTL)**

*MGTL 510 Accounting for Decision Making (3SH)*

This course provides students with a rigorous introduction to financial reports and their use. It begins with accounting basics: 1) accrual accounting principles, 2) the mechanics of the three primary financial statements - the balance sheet, the income statement, and the statement of cash flows, and 3) basic financial statement analysis. The course then covers in greater detail several of the most important areas of financial reporting, such as fair value accounting and long-term obligations. The course concludes with a module introducing students to key concepts in managerial accounting.

*MGTL 520 Leadership and Team Management (3SH)*

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. This is accomplished through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture and strategic organizational design.

*MGTL 530 Finance and Business Analytics (3SH)*

This course studies the effects of time and uncertainty on decision making. Topics include discounted cash flow valuation, stock and bond valuation, the term structure of interest rates, bond duration, capital budgeting under certainty and uncertainty, portfolio theory, asset pricing models and efficient markets. The goal of this course is to teach you to solve real problems using regression analysis and related statistical techniques for quantitative analysis of data. By the end of the course, you should understand what regression is and how to apply it in a variety of decision-making contexts. As well as understanding the statistical theory underlying regression, you should become familiar with a number of applications of regression in areas such as finance, marketing and management.

*MGTL 540 Management Communications (3SH)*

Effective communication is critical in the workplace — it's essential to an organization's ability to meet its goals and directly impacts one's individual success as an employee, team member and leader. In this course, we'll take a deep look at how organizations communicate to their internal and external stakeholders while building each student's oral and written communications capabilities for business audiences.

*MGTL 550 Marketing Management (3SH)*

This course takes an analytical approach to the study of marketing problems of business firms and other types of organizations. Attention focuses on the influence of the marketplace and the marketing environment on marketing decision making; the determination of the organization's products, prices, channels and communication strategies; and the organization's system for planning and controlling its marketing effort.

*MGTL 560 Global Initiatives in Management (3SH)*

This course is an international business course designed to provide students with an introduction to the unique business opportunities, management practices and market dynamics of a specific country or region of the world. This course is focused on gaining knowledge of how a multinational corporation competes successfully in the marketplace, with a particular emphasis on the MNC's global strategy levers and organizational factors within the context of its industry globalization drivers.

*MGTL 570 Negotiations (3SH)*

This course is designed to improve students' skills in all phases of negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multiparty negotiations, to buyer-seller transactions and the resolution of disputes, to the development of negotiation strategy and to the management of integrative and distributive aspects of the negotiation process. The course is based on a series of simulated negotiations in a variety of contexts including one-on-one, multi-party, cross-cultural, third-party and team negotiations. This course will cover important topics regarding strategic negotiations, negotiation preparation, buyer-supplier relationship assessment, and international negotiations.

*MGTL 580 Creating an Ethical Organization (3SH)*

Ethical awareness and sound judgment are essential for individual success and organizational effectiveness. In this course, we will examine the ethical aspects of individual and corporate decision making and provide practical resources for making ethical decisions within the business context.

*MGTL 590 Operations Management (3SH)*

Operations management is the management of business processes--that is, the management of the recurring activities of a firm. This course aims to familiarize students with the problems and issues confronting operations managers, and to provide the language, concepts, insights and tools to deal with these issues to gain competitive advantage through operations. We examine how different business strategies require different business processes and how different operational capabilities allow and support different strategies to gain competitive advantage. A process view of operations is used to analyze different key operational dimensions such as capacity management, cycle time management, supply chain and logistics management, and quality management. An exploration of developments such as lean or world-class manufacturing, just-in-time operations, time-based competition and business re-engineering.

*MGTL 600 Business Strategy and Decision Making (3SH)*

An analysis of how firms create and capture value, how industry structure affects firms' abilities to create and capture value, how firms can develop a competitive advantage, and the ability to systematically outperform their competitors. The course emphasizes both recognizing the tradeoffs that are inherent in strategy decisions, and understanding how those trade-offs play out in different economic contexts. Develop and refine your strategic decision-making skills as an individual and in working with a management team. Learn key decision-making concepts and processes necessary for developing and implementing long-term strategies that create a competitive advantage for your organization. Understand factors that impact individual and group decision-making processes as well as tools and techniques to improve strategic decision making. Learn how to avoid common decision-making errors and blunders that lead to failure in the competitive marketplace.

**Music (MUS)**

*MUS 100 Music Events (0SH)*

Recital and concert attendance for music majors and minors. Students must attend a minimum of ten approved recital events per semester. May be repeated. (S/NC)

*MUS 101 Elementary Studies in Applied Music: Piano, Voice, Instrumental (1SH)*

Applied music for the non-major, non-performance-track music major, and for the music major studying a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 101T Elementary Studies in Applied Music for Musical Theatre: Voice (1SH)* Applied music for students in the Musical Theatre concentration. Vocal production and technique, interpretation and repertory. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 102 Elementary Studies in Applied Music: Piano, Voice, Instrumental (2SH)*



Applied music for the non-major, non-performance-track music major, and for the music major studying a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 102T Elementary Studies in Applied Music for Musical Theatre: Voice (2SH)*

Applied music for the Musical Theatre major. Vocal production and technique, interpretation and repertory. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 103, MUS 104 Class Piano (2SH EACH)*

Piano instruction in a group setting, taught in the Colleges electronic piano laboratory. MUS 103 is a beginning level course, moving from fundamentals into a range of keyboard skills, including music reading, harmonization, improvisation, transposition, and technique; the process is continued in MUS 104. Completion of MUS 103 or permission of the instructor is required for enrollment in MUS 104. (Open to non-majors)

*MUS 105 Class Voice (2SH)*

Introduction to the fundamental principles of singing including breath control, tone production, diction, and an introduction to appropriate vocal literature. May be repeated once for additional credit. (Open to non-majors)

*MUS 111, MUS 112, MUS 211, MUS 212, MUS 311, MUS 312, MUS 411, MUS 412*

*Applied Music: Piano, Voice (2SH EACH)*

All applied music courses require a one-hour lesson per week (or its equivalent), plus the necessary practice, performance in studio classes, juries and public recitals. These courses represent four years of liberal arts study in performance. Prerequisite: music major and permission of the instructor.

*MUS 120 Foundations of Musical Skill (3SH)*

A course in the rudiments of music reading, intervals, chords and scales. On the basis of entrance exams for music majors, this course may be recommended before a student enrolls in MUS 121. (Open to non-majors)

*MUS 121 Music Theory I (3SH)*

*MUS 122 Music Theory II (3SH)*

*MUS 221 Music Theory III (3SH)*

The three-semester presentation of the rudiments of music and harmonic materials from the Period of Common Practice (1600-1900). (Open to non-majors by permission of the instructor.) Prerequisite for MUS 222: MUS 104 or MUS 101/102P or MUS 111P.

*MUS 131 Aural Skills I (1SH)*

*MUS 132 Aural Skills II (1SH)*

*MUS 231 Aural Skills III (1SH)*

A three-semester course devoted to building the sight-singing and ear training skills of music students by use of solfege and melodic and rhythmic dictations. Corequisite: MUS 121, 122, and 221.

*MUS 151 Collaborative Piano (1SH)*

A performance class designed to acquaint the pianist with collaborative piano performance. Emphasis is placed on the problems of ensemble playing. Active participation in performance by all members of the class. May be repeated for additional credit. Prerequisite: Permission of the instructor.

*MUS 152 The Coker Singers (0-1SH)*

This organization is open to students desiring training in vocal ensemble. The group presents public programs on campus and during an annual off-campus tour. May be repeated for additional credit. (Open to non-majors by permission of the instructor)

*MUS 153 Opera Workshop (2SH)*

Opera Workshop is a performing organization open to students at all levels of vocal study. Performances are held both on and off campus throughout the year. May be repeated for credit six times. Prerequisite: Permission of the instructor. (Offered on demand)

*MUS 154 Musical Theatre Workshop (0-1SH)*

(Cross Reference: THE 154) Musical Theatre Workshop is an ensemble open to students at all levels of vocal study. Emphasis will be given to preparing and coaching scenes from various musicals and performance of these scenes. May be repeated by credit Prerequisite: Permission of the instructor.

*MUS 156 Coker Men's Ensemble (0-1SH)*

The Men's Vocal Ensemble performs a wide variety of choral literature with engaging performance styles. The repertoire ranges from old European and American college and folk songs to contemporary art songs and popular operetta/show tunes. The choir is a fraternal organization combined with an intensive study of vocal technique and musical styles. Performances regularly include concerts on campus and in surrounding communities. May be repeated for additional credit. Prerequisite: Permission of the instructor.

*MUS 157 Coker Gospel Choir (1SH)*

The goal of the Gospel Choir is to lead students in experiencing the singing and understanding of Gospel music and its various styles, as well as other forms of sacred music of the 20th century of the African American experience. May be repeated for additional credit Contact instructor for audition.

*MUS 158 Concert Band (0-1SH)*

An ensemble dedicated to the exploration of a variety of concert band repertoire for woodwind, brass, and percussion instruments. The Concert Band aims to provide a high-quality band experience for Coker students and to bring together area musicians to rehearse and perform both on and off campus. May be repeated for additional credit. Contact instructor for audition.

*MUS 181 Instrumental Techniques: Strings (1SH)*

Techniques and materials for beginning study on string instruments. Required of / restricted to music education majors. (Offered in alternate years)

*MUS 182 Instrumental Techniques: Brass and Percussion (1SH)*

Techniques and materials for beginning study on brass and percussion instruments. Required of / restricted to music education majors. (Offered in alternate years)

*MUS 183 Instrumental Techniques: Woodwinds (1SH)*

Techniques and materials for beginning study on woodwinds instruments. Required of / restricted to music education majors. (Offered in alternate years)

*MUS 197 First-Year Seminar in Music (1SH)*

Students will learn how to become successful music majors and develop habits that will prepare them for careers in music, music-related disciplines, or for lives in which music play an important part. Topics for discussion will include degree requirements and concentrations within the music major, academic and professional expectations, exploration of career options, preparing for professional opportunities, and applying to graduate school. Music faculty, visiting artists, and alumni will also discuss their experiences as professional musicians. (Offered every spring semester)

*MUS 230 Introduction to Western Classical Music (3SH)*

This course is primarily aimed at developing musical listening skills. Most examples are taken from European classical music of the fifteenth century to the present, but some American popular musical traditions will also be included. The class provides a vocabulary and framework by which students learn to communicate about music both verbally and in writing. A variety of assessment tools will be used including listening exercises, written reports, oral presentations, and group work.

*MUS 235 Introduction to World Music (3SH)*

This course will introduce students to a variety of music, including both popular and art traditions, from some of the following cultures: Sub-Saharan Africa, the Indian subcontinent, Indonesia, China and Japan, the Middle East, Mexico and South America, and Native America. The course will develop listening skills, the use of analytical terminology to describe a wide variety of musical traditions, knowledge of a variety of instruments and performance ensembles, knowledge of a variety of performance styles and genres, and an appreciation of the cultural context in which music is created and performed.

*MUS 267 Diction I (2SH)*

Strongly recommended for students with voice as their principal performing area and music education majors. Principles of pronunciation and enunciation; use of the International Phonetic Alphabet. Emphasis on Italian and English languages. (Offered in the spring semester of odd-numbered years. Open to non-majors by permission of the instructor.)

*MUS 301 Studies in Applied Music: Piano, Voice (1SH)*

Applied music for the advanced non-major, non-performance-track major, and for the music major continuing study on a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisites: permission of the instructor.

*MUS 301T Studies in Applied Music for Musical Theatre: Voice (1SH)*

Applied music for advanced students in the Musical Theatre concentration. Vocal production and technique, interpretation and repertory. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 302 Studies in Applied Music: Piano, Voice (2SH)*

Applied music for the advanced non-major, non-performance-track major, and for the music major continuing study on a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisites: permission of the instructor.

*MUS 302T Studies in Applied Music for Musical Theatre: Voice (2SH)*

Applied music for advanced students in the Musical Theatre concentration. Vocal production and technique, interpretation and repertory. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 321 Form and Analysis (3SH)*

Detailed study and practice in analysis of the structure of music from the smallest structural units to large compound forms. Direct applications in music from various epochs. Prerequisites: MUS 121, 122 and 221. (Offered in alternate years)

*MUS 322 Music Notation (1SH)*

Basic techniques of scoring for orchestra and ensembles. Ranges and transposition of voices and instruments. Practical skills in music notation software. Prerequisites: MUS 121, 122. (Offered in alternate years)

*MUS 331 Survey of Music History I (3SH)*

Survey of music from Antiquity to 1750. Prerequisites: MUS 221 and ENG 112 or 210. (Open to non-majors by permission of the instructor) (Offered in fall of odd-numbered years)

*MUS 332 Survey of Music History II (3SH)*

Survey of music from 1750 to the present. Prerequisites: MUS 221 and ENG 112 or 210. (Open to non-majors by permission of the instructor) (Offered in spring of odd-numbered years)

*MUS 350 Broadway and Hollywood Musicals in the Twentieth Century (3SH)*

(Cross Reference: COM 350, THE 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theatre repertoire written for both stage and screen, and will include works written from the 1910s to the present. Most works studied will be of three types: 1) shows originally written for the stage, 2) movie versions of staged shows, and 3) original movie musicals. Class activities will include comparisons of stage versus screen versions; analysis of song lyrics and song forms; visual, dramatic and character analysis; and analysis of the variety of musical styles found in musical theatre. Class content will also include the cultural and economic history of musical theatre and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 112 or 210. (Offered in fall of even-numbered years)

*MUS 355 The Coker Chamber Singers (0-1SH)*

This auditioned ensemble (14-16 singers) studies and performs choral chamber works of all musical periods. The choir presents several concerts each semester, both on- and off-campus. May be repeated for additional credit. Prerequisite: Open to majors and non-majors by audition only.

*MUS 361 Music for Elementary Teachers (3SH)*

A course for non-music majors seeking Teacher Certification in South Carolina and other states. Study of elementary music curriculum, teaching techniques and materials. Prerequisite: MUS 230.

*MUS 362 Elementary Music Methods and Materials (3SH)*

A study of the methods and materials of music in the elementary school. Includes curriculum, techniques, program building and music teaching behavior. Includes one full semester hour of reading in the subject area as taught by a faculty member chosen by the Director of Teacher Education. Required of music education majors.

Prerequisite: MUS 121. (Offered in alternate years)

*MUS 363 Secondary Music Methods and Materials (3SH)*

A study of the methods and materials of choral and general music in the secondary school. Includes curriculum, techniques, program building, programming and music teaching behaviors. Required of music education majors. Prerequisite: MUS 122. (Offered in alternate years)

*MUS 364 Piano Pedagogy (2SH)*

A theoretical and practical inquiry into the teaching of piano in private, group, and laboratory situations. After an introduction to basic theories of learning and development and an examination of piano teaching methods and materials, students observe lessons being taught and are required to teach a number of lessons under faculty supervision. Prerequisite: permission of the instructor. (Offered on demand)

*MUS 365 Piano Literature (3SH)*

A survey of piano repertoire appropriate to various performance and teaching situations is examined. Prerequisite: permission of the instructor. (Offered on demand)

*MUS 366 Vocal Pedagogy (2SH)*

Recommended for students with voice as their principal performing area and Music Education majors. Voice physiology and function, common vocal faults, pedagogical approaches and methodology. Prerequisite: MUS 267. (Offered in spring of even-numbered years.)

*MUS 367 Practicum in Musical Theatre (0-1SH)*

(Cross Reference: THE 367) A course providing practical experience for the singer/actor by taking a leading role in a musical theatre production. May be repeated once for credit. Prerequisites: THE 156, MUS 101T and/or permission of the director of the production.

*MUS 368 Diction II (2SH)*

Strongly recommended for students with voice as their principal performing area and music education majors. Principles of pronunciation and enunciation; use of the International Phonetic Alphabet. Emphasis on French and German languages. Prerequisite: MUS 267 (Offered in fall of odd-numbered years.)

*MUS 369 Art Song Literature (3SH)*

A historical survey of the literature of vocal art song including German Lieder, French Mélodie, and Italian song as well as the art song traditions of other nations with particular focus on important composers, poets, and the overall structure of the genre. Prerequisite: ENG 112 or 210. (Offered in fall of even-numbered years.) Open to non-majors.

*MUS 371 Conducting (2SH)*

Basic conducting course. Includes score preparation and interpretation, baton techniques, and rehearsal planning and techniques. Prerequisite: MUS 121 or permission of the instructor. (Offered in alternate years)

*MUS 372 Advanced Conducting (2SH)*

A study of and laboratory in musical rehearsal techniques. Prerequisite: MUS 371 or permission of the instructor. (Offered in alternate years)

*MUS 380 Half Recital (0SH)*

Preparation and public performance of at least 25 minutes of prepared solo repertoire displaying technical and musical command of literature from a variety of musical styles and periods. Prerequisites: Completion of or concurrent enrollment in 302 or 311 and permission of the instructor. (S/NC)

*MUS 466 Advanced Vocal Pedagogy (2SH)*

Designed to further present the physiological and acoustical bases for a coherent approach to the teaching of singing including practical application, studio setup and ethics, and financial consideration. Students will acquire practical experience in teaching voice in the standard format: one-on-one studio work. While the principal focus of this course is on the voice as a solo instrument in the Western classical tradition, the principles covered in this course are also applicable to choral, theatrical, and popular genres. Prerequisites: MUS 366 and permission of the instructor. (Offered on demand)

*MUS 467 Pedagogy Internship: Voice (1SH)*

Teaching Internships in voice provide opportunities for students to experience teaching individual voice lessons. Guided by faculty supervision, this course structures a practical experience where students will participate in and reflect on voice education in a one-on-one studio setting. Prerequisites: completion of or concurrent enrollment in MUS 466 and permission of the instructor. (Offered on demand)

*MUS 468 Pedagogy Internship: Piano (1SH)*

Teaching Internships in piano provide opportunities for students to experience teaching individual piano lessons. Guided by faculty supervision, this course structures a practical experience where students will participate in and reflect on piano education in a one-on-one studio setting. Prerequisites: completion of or concurrent enrollment in MUS 364 and permission of the instructor. (Offered on demand)

*MUS 480 Full Recital (1SH)*

Preparation and public performance of at least 50 minutes of prepared solo repertoire displaying technical and musical command of literature from a variety of musical styles and periods. Prerequisites: Completion of or concurrent enrollment in 302 or 411 and permission of the instructor. (S/NC)

*MUS 199, MUS 299, MUS 399, MUS 499 Special Topics (1-12SH)*

Offered at the discretion of the music instructors.

**Physical Education and Sport Studies (PE)**

*PE 101-115 Physical Activity Program (1SH Each)*

A developmental motor skills service program designed to provide all students an opportunity to develop skills and techniques and improve proficiency in a variety of sports and fitness activities. Emphasis and

objectives of this program include enhancing skill development, physical fitness, social interaction, and self-confidence. All physical education and sport studies majors are required to take a minimum of three semester hours as indicated in each specific concentration. There is a departmental policy for minimum attendance for courses in this program. Activity courses offered on demand include: (Activity fee required)

PE 101 Aerobics

PE 102 Lacrosse Strength and Conditioning

PE 103 Basketball/Softball

PE 104 Disc Golf/Team Handball

PE 105 Kayaking and Canoeing

PE 106 Weight/Aerobic Training

PE 108 Racquet Sports

PE 110 Swimming: Beginning (Non-swimmers)

PE 111 Swimming: Intermediate (Prerequisite: PE 110 or permission of the instructor)

PE 112 Swimming: Advanced and Lifesaving (Prerequisite: PE 111 or permission of the instructor)

PE 113 Volleyball/Soccer

PE 114 Golf

PE 115 Tennis

*PE 120 Lifetime Fitness (3SH)*

An in-depth study and application of the concepts of physical fitness. Emphasis on the benefits and needs of fitness, personal fitness assessment, and establishment of personal fitness programs. Topics include cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, nutrition, and weight control. Activity in aerobics, weight training, and flexibility exercises will be included.

*PE 200 Introduction to Technology in Physical Education (3SH)*

An introduction to the application and integration of technology in physical education. A professional development course that prepares students to use a variety of technologies for the enhancement and encouragement of movement. Prerequisite: Declared physical education major, freshmen/sophomores only, or permission of the instructor.

*PE 205 Introduction to Physical Education and Sport Studies (3SH)*

An introduction to the discipline of physical education and sports studies. Emphasis is placed on professionalism, career options, and the historical and philosophical development of physical education and sports studies related to current concepts and trends in the field. PE 205 is a prerequisite for all major core courses. Prerequisite: Declared physical education major.

*PE 215 Personal and Community Health (3SH)*

A study of the physical, mental, and social factors of personal hygiene and community health problems. Topics include communicable and non-communicable diseases, family planning, personal health care, mental health, and environmental health.

*PE 220 Sport in Society (3SH)*

Study of sociological factors related to sport and physical activity. Emphasis on the role and impact of sport in society. Topics include ethnic cultures, technology, politics, economics, and the social processes of sport and athletics. Prerequisite: Declared physical education.

*PE 222 Theory and Techniques of Coaching Individual/Dual Sports (3SH)*

The purpose of this course is to provide the prospective athletic coach with the basic underlying philosophies, theories and techniques for planning, organizing and managing individual and dual sports. In addition, knowledge of teaching skills and techniques which influence effectiveness and improve performance will be emphasized. Prerequisite: Declared physical education major.

*PE 224 Theory and Techniques of Coaching Team Sports (3SH)*

The purpose of this course is to provide the prospective athletic coach with the basic underlying philosophies, theories, strategies and techniques for planning, organizing and managing team sports. In addition, knowledge of effective communication, current issues and roles of coaching will be emphasized. Prerequisites: Declared physical education major.

*PE 226 First Aid (3SH)*

American Red Cross First Aid and Cardiopulmonary Resuscitation. Students will learn skills that include adult, child, and infant CPR, as well as bandaging, splinting, rescue techniques, and first aid care involving diabetes, seizures, burns, poisoning, bites and stings, and temperature emergencies.

*PE 230 Outdoor Education (3SH)*

Fundamental techniques and leadership skills necessary for the safe participation in a variety of outdoor recreational activities without disturbance of the environment. Involves off-campus day, overnight and/or weekend trips. Prerequisite: Sophomore standing or permission of the instructor. (Activity fee required)

*PE 250 Lifetime and Team Activities (3SH)*

Fundamental methods and techniques of teaching a variety of individual, dual, and team sports and activities. Emphasis will be placed on the development of cognitive, affective, and psychomotor skills within a variety of activities including the FITNESSGRAM®. (Activity fee required)

*PE 260 Motor Learning and Development (3SH)*

Current theories and principles explaining motor behavior and the psychological factors related to and affecting motor skill acquisition and performance. Prerequisites: PE 205 and declared physical education major.

*PE 300 Sports Officiating (3SH)*

This course is designed to teach students the rules and regulations of specific sports along with the application of them in games. Current rule changes will be reviewed and discussed. Prerequisite: Declared physical education major.

*PE 301 Physical Activity and Fitness Appraisal (3SH)*

An in-depth study of the health related aspect of physical fitness pertaining to an individual's total well-being. Emphasis on the methodology of fitness measurement, assessment, and the development of individualized programs of fitness involving cardiovascular endurance, flexibility, body composition, diet and weight control, nutrition, and stress management. Prerequisite: Junior standing and declared physical education.

*PE 312 Elementary Physical Education School Methods (3SH)*

This methods course is designed to prepare prospective Elementary (PK–5) Physical Education teachers with the necessary theoretical and practical skills to become effective teachers. To include planning, presenting and evaluating lesson plans concerning knowledge, strategies and skills for physical activity, games and sport. Practicum hours included. Prerequisites: PE 205, 260, two PE activity courses and permission from the instructor.

*PE 314 Physical Education School Methods (3SH)*

Materials and methods for organization and direction of Secondary (6–12) Physical Education Programs. Emphasis on theories and styles of teaching as related to the learning environment. To include planning, presenting, and evaluating lesson plans concerning knowledge, strategies, and skills for physical activity, games, and sport.

Practicum hours included. Prerequisites: Membership in the Teacher Education Program (TEP), and two PE activity courses.

*PE 320 Kinesiology (3SH)*

A study of neuromuscular and mechanical principles of motion as related to the analysis of human movement. Prerequisites: PE 205, BIO 227.

*PE 322 Adventure Education Activities (3SH)*

This course is designed for study away opportunities to explore and develop cooperative and fundamental techniques and skills for the safe participation in a variety of adventure activities through classroom-based and real-world experiences. It involves participation in real-world environmental stewardship and the learning of life-long skills such as swimming, snorkeling, paddle boarding, etc. (Activity fee required)

*PE 326 Prevention and Care of Athletic Injuries (3SH)*

Basic principles of injury prevention, recognition, and immediate care of athletic injuries. Emphasis will be placed on systematic evaluation of injuries to the following areas: foot and ankle, lower leg, knee, hip and thigh, hand and wrist, elbow, shoulder, and head and face. Techniques for protective tapings and wrappings will also be taught.

*PE 330 Introduction to Personal Training (3SH)*

An introduction to personal training by the integration of exercise theory with practical instruction. A professional development course that prepares students for board certification along with the skills needed in the personal training industry.

*PE 333 Adapted Physical Education (3SH)*

The techniques of identification, appraisal, and classification of individuals with atypical physical conditions. Methods for modifying and developing suitable programs for these special populations in physical education classes and activity centers. Prerequisite: Junior standing.

*PE 335 School Health Methods (3SH)*

Materials and methods for organization and directing school health programs. Emphasis is placed upon program topics of healthful living for the child in the home, school, and community environment. Practicum hours included. Prerequisites: PE 215 and membership in TEP.

*PE 344 Event and Facility Management (3SH)*

A study of current issues and trends that concern the management of sport events and the facilities that host them. Issues include an analysis of each segment in the process of managing events, such as site maintenance, facility planning, renovation of the master plan, and governance of an event.

*PE 356 Legal Issues in Sport (3SH)*

This course is designed to provide an overview of legal issues involved in teaching, coaching, and managing recreation/sport/athletic complexes and programs. Topics include risk management, tort law, product liability, intellectual property, administrative rules and regulations, constitutional law, contracts, and labor laws. Other topics may be covered as necessary.

*PE 380 Technology in Physical Education (3SH)*

An advanced use of technology in physical education to include current changes in technology and its uses in physical education. Prerequisite: PE 200 or permission of the instructor.

*PE 400 Coaching Ethics in Sport (3SH)*

This course is designed to provide an overview of the current myths, facts, research and contradiction in sport philosophy. Topics include unwritten codes and behaviors, and differences between gamesmanship and sportsmanship. Other topics may be covered as necessary. Prerequisite: Declared physical education major.

*PE 410 Measurement and Evaluation in Physical Education and Sport Studies (3SH)*

A survey of tests and the study of techniques of measurement and evaluation in physical education. Administration and critique of appropriate measures of physical fitness, sport skills, knowledge, and the use of elementary statistics. Prerequisites: MAT 101 or equivalent and at least junior standing.



*PE 411 Organization and Administration of Physical Education and Sport Studies (3SH)*

The study of concepts and theories relating to organizational tasks in physical education. Administrative theory and leadership skills are studied with special attention given to the problems of the administrator in the broad areas of physical education. Prerequisites: PE 205, declared physical education major, and junior standing.

*PE 415 Physiology of Exercise (3SH)*

Physiological functions of the body during muscular work. Physiological aspects of fatigue, training, and physical fitness. Prerequisites: PE 205, BIO 227, and junior standing.

*PE 426 Nutrition in Sport and Fitness (3SH)*

Nutritional needs of persons participating in physical activity with emphasis on the athlete. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning, and nutritional needs of the body during various stages of activity. Prerequisite: Junior standing.

*PE 450 Physical Education and Sport Studies Internship (3SH)*

A senior level practicum experience required for all physical education students in the concentration areas of study other than teacher education. Students will meet with their advisors, the physical education chairperson, and the Student Success Center to request and receive a placement. The internship will be supervised by trained personnel in the respective area and evaluated by the appropriate staff in the physical education department. May be repeated once for credit. Prerequisite: Senior standing, declared physical education major or permission of the instructor.

*PE 470 Comprehensive Internship (PK-12) (12SH)*

(Cross Reference: EDU 470) Provides 12+ weeks of supervised observation and teaching in schools working with an experienced teacher certified to teach in the student's specialized area. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject area courses, approval by the Faculty Advisor and the Director of the Teacher Education Program.

*PE 199, PE 299, PE 399, PE 499 Special Topics (1-12SH)*

To be offered at the discretion of the physical education faculty either as a research project or for non-listed course offerings such as: Yoga, Canoeing and Sailing, Intramural Programming, Recreation Leadership, Youth Sports, Psychological Counseling for the Elite Athlete.

**Philosophy (PHI)**

*PHI 205 Survey of Western Philosophy (3SH)*

A consideration of the origins of western philosophy through a reading of Aeschylus and Sophocles leading to a study of selected writings of Plato, Aristotle, Descartes, Hume and Kant.

*PHI 301 Existentialism (3SH)*

An intensive investigation of the philosophical perspective of existentialism as presented through the writings of Kierkegaard, Nietzsche, Jaspers, Marcel, Heidegger, Camus and Sartre.

*PHI 315 Philosophical Anthropology: Images of Man (3SH)*

A consideration of thought of various philosophers or schools of philosophy concentrating on alternative ways of perceiving the nature of man, his limitations and potentialities.

*PHI 330 Classical and Modern Political Philosophy (3SH)*

(Cross Reference: POL 330) An intensive investigation of the political thought of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Burke.

*PHI 430 Politics and Literature (3SH)*

(Cross Reference: POL 430) An investigation of literature as a medium for the communication of political ideas.

*PHI 199, PHI 299, PHI 399, PHI 499 Special Topics (1-12SH)*

## **Physics (PHY)**

### *PHY 101 Physical Science (3SH)*

A survey of physical science including concepts in physics, earth science and chemistry. Particular attention will be given to the concepts of scientific inquiry, weather, properties and changes of matter, Earth's materials and changes, forces, motion, sound, light, electricity, and magnetism. Prerequisite: MAT101.

### *PHY 101L Physical Science Laboratory (1SH)*

Experiments designed to illustrate the principles of physical science taught in PHY101. Prerequisite or corequisite: PHY101. Lab fee required.

### *PHY 102 Scientific Methods (3 SH)*

This course examines the scientific method through the study of major scientific breakthroughs. Students will develop their critical thinking and quantitative reasoning skills while exploring themes such as atomic theory, evolution or energy. Emphasis will be both on scientific discoveries, as well as the context of the times and cultures in which the discoveries were formulated and the role of science in society today.

### *PHY 201 General Physics I (3SH)*

An algebra-based course covering classical mechanics and dynamics. Topics include vector notation, kinematics, statics, dynamics, circular motion, work and energy, linear momentum, and rotational motion. Prerequisite: MAT210 or permission of the instructor.

### *PHY 201L General Physics I Laboratory (1SH)*

Experiments designed to illustrate the principles of physics covered in PHY201. Pre- or corequisite: PHY201. Lab fee required.

### *PHY 202 General Physics II (3SH)*

An algebra-based course covering fluids, vibrations, waves, sound, electricity, magnetism, light, and optics. Prerequisite: PHY201.

### *PHY 202L General Physics II Laboratory (3SH)*

Experiments designed to illustrate the principles of physics covered in PHY202. Pre- or corequisite: PHY202. Lab fee required.

### *PHY 203 Calculus Physics I (3SH)*

A calculus-based course covering classical mechanics and dynamics. Topics include vector notation, kinematics, statics, dynamics, circular motion, work and energy, linear momentum, and rotational motion. Pre- or corequisite: MAT222.

### *PHY 203L Calculus Physics I Laboratory (1SH)*

Experiments designed to illustrate the principles of physics covered in PHY203. Pre- or corequisite: PHY203. Lab fee required.

### *PHY 204 Calculus Physics II (3SH)*

A calculus-based course covering fluids, vibrations, waves, sound, electricity, magnetism, light, and optics. Prerequisite: PHY203 or permission of instructor.

### *PHY 204L Calculus Physics II Laboratory (1SH)*

Experiments designed to illustrate the principles of physics covered in PHY204. Pre- or corequisite: PHY204. Lab fee required.

**Pre-Law Studies (PLS)***PLS 450 Topics in Legal Studies (3SH)*

This is a capstone course designed to allow students to study in greater depth a topic of their interest. The topic may come from any of the areas listed above. Students will invite a faculty member of their choosing to assist them in formulating and evaluating the project. Projects must be approved by a Project Review Panel in the semester prior to the semester in which the course is to be taken. Prerequisite: POL280.

**Political Science (POL)***POL 101 Introduction to Political Science (3SH)*

An overview of the discipline of political science including a brief history of the development of this area of study. Concentration on the concept of ideology, focused by a study of specific ideologies.

*POL 201 American Government and Politics (3SH)*

A study of the American political institutions with special attention given to the reciprocal relationships between the individual, social and political spheres.

*POL 225 International Politics (3SH)*

An introduction to the study of relations among nations. Concentrates on formal and substantive aspects of this field of inquiry.

*POL 280 Constitutional Law (3SH)*

An analysis of the United States Constitution and the role of the United States Supreme Court decisions in determining its meaning.

*POL 300 Political Parties and Behavior (3SH)*

(Cross Reference: SOC 300) An investigation of political parties, their emergence and decline with particular attention given to their role in the political system. Focuses on voting behavior — who votes for whom and why — and seeks to relate voting behavior to other forms of social action.

*POL 304 Social Class and Inequality (3SH)*

(Cross Reference: SOC 304) Study of social inequality in power, privilege and prestige, including theories of social inequality; ruling classes and elites; the bases of inequality; social mobility; and the future of inequality.

*POL 307 Public Opinion (3SH)*

(Cross Reference: COM 307, SOC 307) An introduction to the major theories regarding the dynamics of public opinion, and the major methods of opinion assessment. Focuses on mass media, propaganda and contemporary social and political issues. Students will conduct a public opinion survey.

*POL 312 Globalization (3SH)*

(Cross Reference: SOC 312) Discussion of the process of economic development and cultural and political change in America and globally, focusing on problems of change and consequences for traditional institutions and groups. (Offered in alternate years)

*POL 330 Classical and Modern Political Thought (3SH)*

(Cross Reference: PHI 330) An intensive investigation of the political thought of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Burke.

*POL 332 19th and 20th Century Political and Social Thought (3SH)*

Cross Reference: SOC 332) An intensive investigation of the political thought of Mill, Hegel, Marx, Weber, and Durkheim as well as more recent paradigms of social and political inquiry.

*POL 340 Politics of the Environment (3SH)*

(Cross Reference: SOC 340) An investigation of environmental issues as they affect public attitudes and government policies. Community, state, national, and international policies and problems will be explored with a focus on pollution, global warming, energy policies, sustainable development, demography, and resource depletion.

*POL 347 Rhetoric and Civic Controversy (3SH)*

(Cross Reference: COM 347) This course studies the art and practice of rhetoric in contemporary society. Students examine national controversies to understand how people depend and utilize arguments in civic life. This course seeks to enhance students' rhetorical capacities to discern the perspectives, assumptions and promises of others; it focuses on the means by which students can respond to conflict and concord in their communities.

*POL 360 Latin America (3SH)*

(Cross Reference: HIS 360, SOC 360) The history of Latin America from earliest times to the present, with an emphasis on major political and social developments. Prerequisite: ENG101.

*POL 361 Modern Revolutions (3SH)*

(Cross Reference: HIS 361, SOC 361) Comparative history and political sociology of 18th through 20th century revolutions including revolutions in France, the U.S., Mexico, Russia, China, Cuba, Iran and Nicaragua. Prerequisite: SOC 101 or 102 or POL 101 or HIS 211. (Offered in alternate years)

*POL 371 Political Assassinations in the United States (3SH)*

(Cross Reference: CRIM 371, SOC 371) An examination of political assassinations in the United States, with a focus on the assassinations of John and Robert Kennedy, and Martin Luther King, Jr. Causal factors, the role of government, forensic procedures, national security declassification, as well as implications for society, will be explored.

*POL 421 Making of the Contemporary World (3SH)*

(Cross Reference: HIS 421) This course will provide an in-depth view of pressing issues in recent world history, such as poverty in the developing world; north-south income disparities; ecological degradation; de-colonization; the end of the cold war; ethnic and race relations; religious strife; geopolitical disputes; technology transfer; the rights of indigenous peoples; women's rights; and alternative forms of diplomacy. Prerequisite: HIS 210 or 211, or permission of the instructor.

*POL 430 Politics and Literature (3SH)*

(Cross Reference: PHI 430) An investigation of literature as a medium for the communication of political ideas.

*POL 440 Seminar: Selected Topics in Contemporary Political Theory (3SH)*

An advanced course designed to continue investigation of the topics considered in POL333. Special emphasis given to the study of competing paradigms in contemporary political and social theory. Seminar format. Prerequisite: POL333 or permission of the instructor.

*POL 480 Senior Thesis (3SH)*

This course provides students the opportunity to apply the skills they have learned to investigate a topic of their choosing within the area of Political Science. In cooperation with a member of the Political Science faculty, each student will identify an area of interest, select a topic for research within that area and conduct appropriate research to be reported in a formal thesis. Students are encouraged to present their research at a public forum.

*POL 199, POL 299, POL 399, POL 499 Special Topics (1-12SH)*

Examples of possible special topics: Political Psychology, Political Corruption, Politics of Sex, Utopian Political Experiments, and special courses specifically designed to supplement area deficiencies in existing curriculum.

## **Psychology (PSY)**

### *PSY 101 General Psychology (3SH)*

A survey of the foundations of psychology; history; genetic and physiological background; learning and general development.

### *PSY 103 Psychology of Adjustment (3SH)*

A study of varieties of adjustive processes within major social contexts and their implications for personal growth.

### *PSY 105 Psychology in Film (3SH)*

A study of some of the basic concepts in psychology as depicted in popular film. This course will address some of the key areas of psychology including the history of psychology, experimental psychology, developmental psychology, and abnormal psychology.

### *PSY 197 Seminar in Psychology (1SH)*

An overview of the major in psychology with an emphasis on developing an understanding of the field of psychology as a discipline in the behavioral sciences, examining career options, and strategies for achieving success in psychology coursework.

### *PSY 200 Human Development: Conception until Puberty (3SH)*

(Cross Reference: EDU 200) An overview of life-span development (physical, psychological and social) with an emphasis on conception until puberty. A field experience (10 hours minimum) is required in order to apply developmental theory in the field.

### *PSY 201 Human Development: Puberty until Death (3SH)*

(Cross Reference: EDU 201) An overview of life-span development (physical, psychological and social) with an emphasis on adolescence. A field experience (10 hours minimum) is required in order to apply developmental theory in the field.

### *PSY 203 Statistics for Behavioral Science (3SH)*

Introduction to the use of descriptive and inferential statistics in evaluation of behavioral science data. Prerequisite: MAT 101.

### *PSY 205 Human Development (3SH)*

The scientific study of the physical, psychological and social development throughout the human life span.

### *PSY 210 Psychology of Gender (3SH)*

Study of gender similarities and differences. The changing roles of women and men, and the impact of these changes upon present day life-styles are discussed.

### *PSY 230 Scope and Methods (3SH)*

(Cross Reference: COM 230, SOC 230) An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology, and sociology. Interested non-majors are also welcome.

### *PSY 290 Psychology of Wisdom (3SH)*

A study of the psychological and social psychological processes by which people develop wisdom through a review of some of the great wisdom literature of the world.

### *PSY 301 Social Psychology (3SH)*

(Cross Reference: SOC 301) The study of social relationships and the cognitive and emotional processes accompanying such relationships. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

### *PSY 302 Forensic Psychology (3SH)*

(Cross Reference: CRIM 302) An introduction to basic concepts in the application of psychological principles and theories to the areas of criminal justice and forensic psychology. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 303 Appraisal of the Individual (3SH)*

Theory, problems and techniques of psychological measurement. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205, and PSY 203.

*PSY 306 Abnormal Psychology (3SH)*

Study of behavior disorders — symptomatology, etiology and treatment. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 309 Introduction to Research Methods and Behavioral Statistics (3SH)*

(Cross Reference: SOC 309) Introduction to techniques of behavioral investigation, and application of descriptive, relational and inferential statistics to methods of inquiry, ethics in the behavioral sciences, and the relationship between theory and research. Prerequisite one of the following: CRIM 200, PSY 101, PSY 200, PSY 201, PSY 205 or SOC 101 and MAT 203.

*PSY 311 Group Dynamics (3SH)*

Study of the theory underlying the small group as means of systematic human relations training; and experience in small group dynamics and processes to provide the student a deeper awareness of interpersonal style, realities and possibilities. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 321 Sensation and Perception (3SH)*

A review of the characteristics and mechanisms of sensation and a study of the development and nature of human perception and its relation to adaptive behavior. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 339 Substance Abuse (3SH)*

(Cross Reference: CRIM 339, SOC 339) Informs students about the abuse of alcohol and other drug substances. Preparing students for professional careers, emphasis will be given to the classification of drugs; models of addiction; the effects of alcohol on individuals, children, and families as well as culturally and ethnically diverse groups; and an in-depth study of addiction support groups. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 340 Introduction to Theories of Counseling (3SH)*

A survey of the major theories of counseling and the techniques and methods derived from these theories that are used with individuals and groups. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 341 Introduction to Techniques of Counseling (3SH)*

This course is designed to provide students concentrating in the counseling track of the psychology major close supervision in the development of interviewing skills and the development and use of basic counseling skills derived from the major theories of counseling. Prerequisite: PSY 340.

*PSY 342 Counseling with Children (3SH)*

A study of childhood emotional, social and cultural issues which may require specialized knowledge of counseling theories and techniques to address them. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 343 Counseling and the Creative Arts (3SH)*

A survey of counseling techniques which include art, music, drama and movement as therapeutic activities with clients in counseling. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 345 Crisis Intervention (3SH)*

(Cross Reference: CRIM 345) The study of theory and models of crisis intervention and intervention techniques as they apply to a variety of traumatic events. Emphasis is placed on assessment and

application of appropriate response intervention through role-play. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205, and permission of the instructor.

*PSY 401 Psychology of Learning and Memory (3SH)*

A study of the basic problems, theories, concepts and research in learning including classical and operant conditioning, and information-processing models, with an emphasis on the application of this information to areas of interest to the individual student. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 402 Cognitive Psychology (3SH)*

Research and theories on different aspects of memory, such as short-term memory, working memory and long-term memory, learning and forgetting, imagery, language and reading, reasoning and problem solving, and judgment and decision making. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 403 Psycholinguistics (3SH)*

A review of issues at the interface of language and mind. This course provides an understanding of how language is learned and what cognitive and cultural processes guide development and organization of those knowledge representations which are reflected in language. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 405 Personality (3SH)*

Examination of the major theories of phenomena of personality and research on the development and measurement of personality. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 407 Peer Counseling (3SH)*

The application of counseling skills by fellow members of a given population. Particular emphasis will be placed on the psychological and social problems of college students. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 408 Values and Ethics in the Helping Professions (3SH)*

An investigation of the professional and ethical issues and values related to the helping professions, such as psychology and social work. Clarification of personal and professional values that are conducive to effective helping will be explored. Ethical standards of various professional organizations and state laws will be discussed. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 409 Advanced Psychological Research (3SH)*

The development and implementation of a psychological research design including data collection, data analysis, and written and oral presentation of results. Prerequisites: Either MAT 203 or PSY 203, and PSY 309.

*PSY 410 Physiological Psychology (3SH)*

A study of the structure, function and products of the endocrine glands and the central nervous system in order to better understand human sensation, motivation, emotion, learning and memory. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 411 History and Systems in Psychology (3SH)*

Systematic approaches and theories in the history of psychology beginning with philosophical foundations up to modern day theories. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 490 Internship in Psychology and Counseling (3, 6, 9SH)*

The internship experience is open to qualified psychology majors who are planning to pursue graduate study in clinical psychology, counseling psychology, counselor education, social work or other relevant professional fields. It is probably most realistic for students majoring in psychology who have maintained at least a B average in psychology and a B average in their overall college work. Hours for this internship

will be in addition to the 30 hours required for the psychology major. Each semester hour of credit is equivalent to 45 hours supervised in the agency or in related activities. It is mandatory that students confer with the professor and the Student Success Center about the internship at least by the beginning of the preceding term. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

*PSY 199, PSY 299, PSY 399, PSY 499 Special Topics (1-12SH)*

Courses planned by students and faculty in areas related to the study of behavior.

### **Religion (REL)**

*REL 204 Religions of the World: Western Monotheisms (3SH)*

A study of the major living religions of the world which originated in Western Asia, particularly the Abrahamic Monotheism. Their historical-cultural origin and development, and their theoretical and practical expressions will be explored. Similarities and differences among these religions, and between them and general "Eastern" religious posture, will be analyzed.

*REL 205 Religions of the World: Southern and Eastern Asia (3SH)*

A study of the major living religions of the world which originated in southern and eastern Asia. Their historical- cultural origins and development, and their theoretical, practical and sociological expressions will be explored. Similarities and differences among these religions, and between them and a general "Western" religious posture, will be analyzed.

*REL 199, REL 299, REL 399, REL 499 Special Topics (1-12SH)*

### **Sociology (SOC)**

*SOC 101 Introduction to Sociology (3SH)*

An introduction to sociological inquiry including theory and methods, the American social class structure, socialization, gender, deviance, population, ethnic relations, collective behavior, marriage and family, and others. The student will learn how social forces influence behavior and shape the lives of individuals and the contribution of sociology to understanding society.

*SOC 102 American Social Problems (3SH)*

This course examines contemporary social problems in the United States and their implications for society and individuals. Issues explored include race and ethnic relations, inequality, population, the environment, crime, sexism and others.

*SOC 200 Introduction to Criminology (3SH)*

(Cross Reference: CRIM 200) An introduction to the study of crime focusing on criminological theory; crime data sources; legal definitions of crime; types of crime, including homicide, sexual assault, theft, white collar and organized. Basic criminal justice system functions are covered. This course satisfies a General Education Program behavioral science requirement for non-criminology majors.

*SOC 202 Sociology of Marriage and Family (3SH)*

An introduction to Family Studies including: historic context of marriage and family, issues and problems of family as a social institution, marriage and family in the United States, family and globally, definitions of marriage and family, mate selection, alternatives, and how social change effects marriage and family.

*SOC 205 Gender and Society (3SH)*

This course introduces students the study of gender and sexuality from an interdisciplinary approach that is rooted in sociology. Gender and sexuality are studied as fluid and flexible concepts that change based on context. Important themes will be gender roles, gender representation in media, the spectrum of sexuality, political and economic issues, and various theories of gender to understand how it interacts with other social categories such as race, class, sexuality, etc.

*SOC 206 Family Violence (3SH)*



(Cross Reference: CRIM 206) An introduction to the study of violence within the family including: styles of violence within the family, personal response to family member violence, communal response to family violence, legal policies, and trends of family violence across the race, class, and gender spectrum.

*SOC 230 Scope and Methods (3SH)*

(Cross Reference: COM 230, PSY 230) An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology, and sociology. Interested non-majors are also welcome.

*SOC 300 Political Parties and Behaviors (3SH)*

(Cross Reference: POL 300) An investigation of parties, their emergence and decline with particular attention given to their role in the political system. Focuses on voting behavior – who votes for whom and why – and seeks to relate voting behavior to other forms of social action.

*SOC 301 Social Psychology (3SH)*

(Cross Reference: PSY 301) Study of the individuals influence on the beliefs, feelings and behavior of others.

*SOC 302 Intergroup Relations (3SH)*

(Cross Reference: AAS 302, SWK 302) The study of racial, ethnic, religious, economic and other bases of group formation in global and historic perspectives. The culture and behavior of minority groups and their relationships with dominant groups and agencies of social control are investigated. Contemporary intergroup relations in the United States will also be examined. Prerequisite: SOC 101 or 102 or 103.

*SOC 303 The Sociology of W.E.B. Du Bois (3SH)*

(Cross Reference: AAS 303) An introduction to studies of African Americans and race relations in the United States through the work of W.E.B. Du Bois. This course examines Du Bois's views about black identity, american citizenship, social science, capitalism and globalization among other topics of interests. Our approach will be integration, interpretation, and critical assessment of Du Bois's ideas applying them to the context of the 21st century. Readings from: *The Philadelphia Negro* (1899), *The Souls of Black Folks* (1903), *Color and Democracy* (1945), *The World and Africa* (1947) , and other articles by Du Bois. Prerequisite: SOC 101.

*SOC 304 Social Class and Inequality (3SH)*

(Cross Reference: POL 304) Study of social inequality in power, privilege and prestige, including theories of social inequality; ruling classes and elites; the bases of inequality; social mobility; and the future of inequality. Prerequisite: SOC 101.

*SOC 306 Poverty in America (3SH)*

(Cross Reference: SWK 306) Major ecological and systems models regarding the etiology of poverty in the United States and other industrialized countries are examined. Emphasis is placed on the construct of poverty as it relates to social stratification, race and ethnicity, gender, social class, status, political participation, the working poor, and the social structure of poverty. Prerequisite: SOC 101

*SOC 307 Public Opinion (3SH)*

(Cross Reference: COM 307, POL 307) An introduction to the major theories regarding the dynamics of public opinion, and the major methods of opinion assessment. Focuses on mass media, propaganda and contemporary social and political issues. Students will conduct a public opinion survey.

*SOC 309 Introduction to Research Methods and Behavioral Statistics (3SH)*

(Cross Reference: PSY 309) Introduction to techniques of behavioral investigation, and application of descriptive, relational and inferential statistics to methods of inquiry ethics in the behavioral sciences, and the relationship between theory and research. Prerequisite one of the following: SOC 101, CRIM 200, PSY 101, PSY 200, PSY 201 or PSY 205 and MAT 203.

*SOC 310 Utopian Social Thought and Communitarian Societies (3SH)*

A review of utopian social thought from the ancient Greek and Judeo-Christian traditions to the present. The fundamental ideas of altering the social structure of society in order to create a better world will be discussed after reading selected works of such authors as More, Bellamy, Huxley, and Skinner. These are contrasted with utopian or alternate life-styles, including the Amish, Hutterites, and the Oneida Community, among others.

*SOC 311 Complex Organizations (3SH)*

An introduction to the study of complex organizations including: sociological perspectives on organizations, the Weberian concept of bureaucracy, how organizations structure formal and informal social relationships, the relation between organizational goals and formal structure for corporate, military and religious organizations and global organizations, social mobility and professionalization.

*SOC 312 Globalization (3SH)*

(Cross Reference: POL 312) Discussion of the process of economic development and cultural and political change in America and globally, focusing on problems of change and consequences for traditional institutions and groups. (Offered in alternate years)

*SOC 319 Population and Society (3SH)*

An introduction to demography covering concepts of fertility, migration, and mortality in historical and contemporary populations. Issues discussed include world population pressure on resource depletion and factors associated with industrialization. There will be special attention paid to comparing the changing demography of the U.S. to that of other industrialized countries with consideration of both cultural and environmental factors that impact demographic change. Prerequisite: SOC 101.

*SOC 324 Sports, Crime, and Society (3SH)*

(Cross Reference: CRIM 324) This course applies sociological and criminological theories to sport to demonstrate how sport can be viewed as a microcosm of the society in which it exists. The interaction of crime and sport is analyzed through various lenses including, the role of sport as it pertains to crime, subculture, deviance, white-collar crime, domestic violence, and unintended consequences of sport in the United States and abroad.

*SOC 332 19th and 20th Century Political and Social Thought (3SH)*

(Cross Reference: POL 332) An intensive investigation of the political thought of Mill, Hegel, Marx, Weber, and Durkheim as well as more recent paradigms of social and political inquiry.

*SOC 339 Substance Abuse (3SH)*

(Cross Reference: CRIM 339, PSY 339) Informs students about the abuse of alcohol and other drug substances. Preparing students for professional careers, emphasis will be given to the classification of drugs; models of addiction; the effects of alcohol on individuals, children, and families as well as culturally and ethnically diverse groups; and an in-depth study of addiction support groups.

*SOC 340 Politics of the Environment (3SH)*

(Cross Reference: POL 340) An investigation of environmental issues as they affect public attitudes and government policies. Community, state, national, and international policies and problems will be explored with a focus on pollution, global warming, energy policies, sustainable development, demography, and resource depletion.

*SOC 350 Juvenile Delinquency (3SH)*

(Cross Reference: CRIM 350) An introduction to the sociological study of youthful offenders, including theories of delinquency, macro and micro conditions associated with delinquency, and the juvenile justice system. Prerequisite: CRIM 200 or SOC 101.

*SOC 351 The Sociology of Law (3SH)*

(Cross Reference: CRIM 351) An introduction to the sociological study of law emphasizing the insights of Marx, Weber, and Durkheim illustrating how law and legal decision making are influenced by social,

cultural, and economic factors. Comparisons between legal institutions in the United States and other countries are made. Prerequisite: CRIM 200 or SOC 101.

*SOC 352 Corrections (3SH)*

(Cross Reference: CRIM 352) An introduction to corrections as the response to criminal behavior. Emphasis is on the nature and evolution of punishment, the nature and problematics of sentencing, incarceration, probation and parole, and the capital punishment debate are covered.

*SOC 353 The Sociology of Law Enforcement (3SH)*

(Cross Reference: CRIM 353) The sociological study of police as agents of social control. A detailed look at the history, functions and duties of law enforcement officers.

*SOC 354 Violent Crime (3SH)*

(Cross Reference: CRIM 354) An analysis of the varieties of homicide and sexual assault emphasizing theoretical explanations and empirical findings. a detailed examination of interactional situations leading to violent death including the typical homicide, mass and serial murder and terrorism. An assessment of sexual assault situations including date, gang, serial and state rape scenarios. Victim and offender characteristics and relationships are profiled for homicide and sexual assault. A brief introduction to legal responses and criminal profiling.

*SOC 355 White Collar Crime (3SH)*

(Cross Reference: CRIM 355) An introduction to white collar crime including corporate and government violations, abuse of power and office, business frauds, accounting frauds, crime in health care, banking and insurance industries. Emphasis on the mechanisms and schemes used to steal millions of dollars.

*SOC 356 Organized Crime (3SH)*

(Cross Reference: CRIM 356) An introduction to criminal organizations including the Mafia, Yakusa, Triads and drug cartels, and their historical evolution. Emphasis is on the nature and types of illegal activities, including illegal drugs, extortion, gambling, loansharking, human trafficking, prostitution, international trafficking in stolen cars, money laundering, and others. Federal organized crime statutes and law enforcement tactics are covered.

*SOC 357 Women, Crime and Criminal Justice (3SH)*

(Cross Reference: CRIM 357) An exploration of three aspects of women and crime: women as offenders, victims, and control agents and their treatment and experience in the criminal justice system as perpetrators, victims and participants. Prerequisite: CRIM 200 or SOC 101.

*SOC 358 Race, Class and Criminal Justice (3SH)*

(Cross Reference: CRIM 358) A detailed examination of how race and class influence the risk of crime and an individuals experience in the criminal justice system. Special attention is paid to disparities in arrest, sentencing and corrections. Prerequisite: CRIM 200 or SOC 101.

*SOC 360 Latin America (3SH)*

(Cross Reference: HIS 360, POL 360) The history of Latin America from earliest times to the present, with an emphasis on major political and social developments. Prerequisite: ENG 111.

*SOC 361 Modern Revolutions (3SH)*

(Cross Reference: HIS 361, POL 361) Comparative history and political sociology of 18th through 20th century revolutions including revolutions in France, the U.S., Mexico, Russia, China, Cuba, Iran and Nicaragua. Prerequisite: SOC 101 or 102 or POL 101 or HIS 211.

*SOC 362 Sociology of Food (3SH)*

This course explores food and agricultural issues through the lens of the social sciences. Emphasis is placed on inequalities in the production, distribution and consumption of food. Special attention is given to the economic, social, political and symbolic dimensions of food and agricultural systems. This course also

reviews policies implications for viable solutions at the level of the global food system, individual societies, local communities, and households.

***SOC 370 Urban Sociology (3SH)***

A study of global urbanization emphasizing a comparative perspective between the United States and lesser developed countries. The urban ecology of selected cities and its impact on the social environment will be discussed. The theoretical and empirical study of cities as initiated by Chicago School of Sociology and its refinement to date will be covered in detail.

***SOC 371 Political Assassinations in the United States (3SH)***

(Cross Reference: CRIM 371, POL 371) An examination of political assassinations in the United States, with a focus on the assassinations of John and Robert Kennedy, and Martin Luther King, Jr. Causal factors, the role of government, forensic procedures, national security declassification, as well as implications for society, will be explored.

***SOC 431 Practicum in Sociology (3-6SH)***

A full-time internship with a criminal justice agency during the senior year. The student is supervised by agency personnel and meets regularly with his or her faculty instructor. Prerequisite: CRIM 200 or SOC 101.

***SOC 432 Seminar in Topical Sociology (3SH)***

An in depth study of classic sociological theories including conflict, functionalism, and symbolic interactionism as set forth in the work of Karl Marx, Max Weber, and Emile Durkheim, in addition to more contemporary theories. Advanced reading and discussion are required. Prerequisite: SOC 101, SOC 102, SOC 309, and one additional 300/400 level sociology course.

***SOC 441 Race, Racism, and American Law (3SH)***

(Cross Reference: AAS 441, CRIM 441) This course will provide a comprehensive examination of the role of law in constructing racial categories as well as their significance. Topics to be covered will be as follows; the importance of the legal precedent, critical court decisions impacting racial groups in the United States, the racial attitudes of the Framers, and the ability of law to bring about racial justice. Prerequisite: SOC 101 or CRIM 200.

***SOC 450 Seminar in Criminological Theory (3SH)***

(Cross Reference: CRIM 450) Advanced reading and discussion of major works in criminological theory covering major perspectives. Prerequisite: One lower-level criminology course.

***SOC 199, SOC 299, SOC 399, SOC 499 Special Topics (1-12SH)***

Special topics of interest to faculty and students.

**Spanish (SPA)**

***SPA 101 Elementary Spanish I (3SH)***

Native speakers may take this course for Satisfactory/No credit only with permission of the instructor. Prerequisite: None. (Offered every fall semester)

***SPA 102 Elementary Spanish II (3SH)***

These courses provide an introduction to the fundamentals of the Spanish language and employ the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The courses compare and contrast cultural differences between communities in the Spanish-speaking and English speaking regions of the world. They also emphasize skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar. Additionally, they help students understand written and spoken Spanish by practicing aural and reading comprehension skills at an elementary level.

Native speakers may take this course with permission of the instructor for Satisfactory/No credit only.  
Prerequisite for SPA 102: SPA 101. (Offered every spring semester)

*SPA 1012 Intensive Elementary Spanish (6SH)*

This course provides an introduction to the fundamentals of the Spanish language and employs the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The course compares and contrasts cultural differences between communities in the Spanish-speaking and English-speaking regions of the world. It also emphasizes skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar including direct object, indirect object, and reflexive pronouns. Additionally, it helps students understand written and spoken Spanish by practicing aural and reading comprehension skills at an elementary level. Prerequisite: None. Native speakers may take this course with permission of the instructor for Satisfactory/No credit only. (Offered every semester)

*SPA 110 Elementary Oral Communication Abroad (3SH)*

This course focuses on everyday conversation for students at the 100 level. Students will be provided the necessary tools to be able to have basic oral communication in a Spanish-speaking environment. Experiences on the streets and in other public places, and especially with the host families, will reinforce the teaching. Does not count toward the major or minor in Spanish. Prerequisite: permission of the instructor. (Offered on approved study abroad trips only)

*SPA 201 Intermediate Spanish I (3SH)*

This course provides an expansion of the fundamentals of the Spanish language and employs the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The course compares and contrasts cultural and quantitative differences (e.g. conversion of degrees Fahrenheit to Centigrade) between communities in the Spanish-speaking and English-speaking regions of the world. It also emphasizes skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar, including the preterit and imperfect tenses. Additionally, it helps students understand written and spoken Spanish by practicing aural and reading comprehension skills at an intermediate level. Students whose secondary education was conducted in Spanish may take this course with permission of the instructor for Satisfactory/ No credit only. Prerequisite: Completion of the non-native language requirement in Spanish. (Offered as needed)

*SPA 202 Intermediate Spanish II (3SH)*

This course provides an expansion of the fundamentals of the Spanish language and employs the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The course compares and contrasts cultural and quantitative differences (e.g. conversion of degrees Fahrenheit to Centigrade) between communities in the Spanish-speaking and English-speaking regions of the world. It also emphasizes skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar, including the present and imperfect subjunctive. Additionally, it helps students understand written and spoken Spanish by practicing aural and reading comprehension skills at an intermediate level. Students whose secondary education was conducted in Spanish may take this course with permission of the instructor for Satisfactory/No credit only. Prerequisite: SPA 201. (Offered as needed)

*SPA 2012 Intensive Intermediate Spanish I (6SH)*

This course provides an expansion of the fundamentals of the Spanish language and employs the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The course compares and contrasts cultural and quantitative differences (e.g. conversion of degrees Fahrenheit to Centigrade) between communities in the Spanish-speaking and English-speaking regions of the world. It also emphasizes skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of

grammar, including the preterit and imperfect tenses and the present and imperfect subjunctive moods. Additionally, it helps students understand written and spoken Spanish by practicing aural and reading comprehension skills at an intermediate level. Students whose secondary education was conducted in Spanish may take this course with permission of the instructor for Pass/ Fail credit only. Prerequisite: Completion of the non-native language requirement in Spanish (Offered every spring semester)

*SPA 210 Intermediate Oral Communication Abroad (3SH)*

This course focuses on everyday conversation for students at the 200 level. Students will be provided the necessary tools to be able to have basic oral communication in a Spanish-speaking environment. Experiences on the streets and in other public places, and especially with the host families, will reinforce the teaching. Additionally, students will keep a written journal in Spanish each day of the study abroad trip. Prerequisite: completion of the non-native language requirement in Spanish. (Offered on approved study abroad trips only)

*SPA 230 Spanish for the Professions (3SH)*

This course develops speaking and writing skills in specific professional settings (i.e. social work, business, education). Prerequisite: completion of the non-native language requirement in Spanish. (Offered once every two years)

*SPA 245 U.S. Latinos: Culture and Civilization (3SH)*

This course addresses the culture and civilization of U.S. Latinos. The course presents commonalities and differences among this population by focusing on key issues such as history, identity, language use, values, education, and general differences. Prerequisite: completion of the non-native language requirement in Spanish. (Offered once every two years)

*SPA 260 Spanish and Latin American Literature in Translation (3SH)*

This course is an introduction, through English translations, to several of the most significant and influential works of literature in Spanish from Spain; sub-Saharan Equatorial Guinea; the Caribbean; and North, Central and South America. It is open to any student seeking a broad familiarity with Hispanophone literature. Does not count toward the major or minor in Spanish. Prerequisite: SPA 102/1012 and ENG 112 or 210. Concurrent enrollment in SPA 1012 will meet the prerequisite. (Offered once every three years)

*SPA 305 Practicum in Spanish (1-3SH)*

An internship, paid or unpaid, with an agency, organization, business, or institution for which Spanish language skills are a necessity. It may be repeated for credit. Students will find their own internships after consultation with a Spanish faculty. Internships need not be local; students have completed remote internships via the internet. 45 hours of internship work equal 1 semester hour of credit. In addition to hours worked, in order to receive credit, students will submit journals in Spanish of what they learned and accomplished during the course of their internship. The course grade will be based on a combination of supervisor evaluations and the quality of thought investment and Spanish grammar in the written journal. Prerequisite: SPA 202, 2012, permission of the instructor, or completion of a minimum 12-semester-hour study abroad program in a Spanish speaking country. (Offered every semester)

*SPA 311 Spain: Culture and Civilization (3SH)*

This course covers Spanish culture and civilization in a broad and sequential fashion from Roman Spain to the present. Course fee covers ingredients for cooking demonstrations. Prerequisite: SPA 202 or SPA 2012. Course fee \$25.00. (Offered once every two years)

*SPA 321 Latin America: Culture and Civilization (3SH)*

This course covers culture and civilization of Spanish-speaking America in a broad and sequential fashion. Course fee covers ingredients for cooking demonstrations. Prerequisite: SPA 202 or SPA 2012. Course fee of \$20.00 (Offered once every two years)

*SPA 335 Spanish Literature (3SH)*

This course presents a chronological survey of Spanish literature from its origins to the present.  
Prerequisite: permission of the instructor. (Offered as needed)

*SPA 340 Latin American Literature (3SH)*

This course provides a historical survey of the literature of Spanish-speaking Latin America from its origins to the present. Prerequisite: Completion of 12 semester hours of Spanish at the 200-level.  
(Offered as needed)

*SPA 350 Afro-Hispanic Literature and Culture (3SH)*

(Cross Reference: AAS 350) This course focuses on the literary and culture production of Afro-Hispanic peoples in Latin America, the Iberian Peninsula, the United States, and Africa (e.g. Equatorial Guinea). Readings (in Spanish or English translation) include novels, poems, short stories, plays, articles, music lyrics, film, and television programs. Class instruction is in English. Students who wish to receive credit toward the Spanish major or minor must complete the non-native language requirement in Spanish, read all texts in Spanish, and write all class assignments in Spanish (as required). Course fee cover ingredients for cooking demonstrations. Prerequisite: Completion of the non-native language requirement in Spanish and ENG 112 or ENG 210. Course fee of \$20.00 (Offered every three years)

*SPA 400 Senior Seminar (3SH)*

Concentrated study of language, literature or culture relevant to the future careers or studies of the majors enrolled in the course and adapted to their assessed needs. Prerequisite: permission of the instructor (Offered as needed)

*SPA 405 Senior Practicum in Spanish (1-3SH)*

Open only to Spanish majors. An internship, paid or unpaid, with an agency, organization, business, or institution for which Spanish language skills are a necessity. Students will find their own internships after consultation with a Spanish faculty. Internships need not be local; in the past, students have completed remote internships via the internet. 135 hours of internship work equal 3 semester hours. In addition to hours worked, in order to receive credit, students will submit journals in Spanish of what they learned and accomplished during the course of their capstone internship. The course grade will be based on a combination of supervisor evaluations and the quality of thought investment and Spanish grammar in the written journal. Prerequisite: Completion of the study abroad requirement for Spanish majors. (Offered every semester)

*SPA 199, SPA 299, SPA 399, SPA 499 Special Topics (1-12SH)*

Sample possibilities: a particular focus on the Spanish generation of 1898, the modern Spanish novel, the Spanish American novel, García Márquez, the Spanish American "Boom," Spanish linguistics, Spanish American popular music. (Offered as needed)

**Theatre (THE)**

*THE 100 History of the Theatre I: The Greeks to the Renaissance (3SH)*

A historical and critical survey of stage practice and dramatic literature from antiquity through the Renaissance. Topics considered will include an analysis of plays by studying the relationships between the authors and the conditions and styles of performance/presentation. Students will examine the culture and politics of each theatrical period, how theatre reflects the assumptions of a culture, and how theatre artists use their medium to express their belief or disbelief in those systems.

*THE 101 History of the Theatre II: The Restoration to the Present (3SH)*

This course is a survey of the growth and development of the theatre from the Restoration to the present, with consideration of dramatic literature, the physical spaces for theatre, style of presentation, and the social significance of theatre. THE 101 is a continuation of the survey begun in THE 100, is recommended non-majors, and need not be taken in sequence.

*THE 150 Introduction to Theatre Production I (3SH)*

A survey of the basic techniques and practices used in technical theatre including design, construction, painting, and rigging of stage scenery. The course also offers an introduction to theatrical lighting.

Students will be involved in theatrical productions and events from conception through the rehearsal period, technical rehearsals, load-ins, and calling the show. This course serves as the prerequisite to all other technical theatre courses. This course meets for 2 classroom hours and 2 laboratory hours per week.

*THE 154 Musical Theatre Workshop (0-1SH)*

(Cross Reference: MUS 154) Musical Theatre Workshop is an ensemble open to students at all levels of vocal study. Emphasis will be given to preparing and coaching scenes from various musicals and performance of these scenes. May be repeated by credit Prerequisite: Permission of the instructor.

*THE 156 Acting I (3SH)*

An introduction to techniques of acting for the stage. The student will learn uses for the four major types of theatres, the names of the stage areas in a proscenium arrangement, and strong and weak body positions. Students will learn to create motivation for vocal inflection and movement. During the course of the semester, he/she will participate in a series of improvised exercises, and will perform a minimum of two dramatic scenes, rehearsed and memorized outside of class.

*THE 160 Introduction to Design for the Performing Arts (3SH)*

A hands-on study of the basic techniques of theatre design. Students will undertake a variety of projects in scenic, costume, and lighting design. These projects will be both practical and theoretical in nature. Students will utilize dramatic texts, music, dance, and work collaboratively with their peers. Students will gain a clearer understanding of the elements of design and the principle of composition and will learn how to utilize them within a theatrical production.

*THE 197 Fresh Theatre Seminar (1SH)*

THE 197 is a career exploration course geared towards preparing freshman theatre majors for their upcoming sophomore review. Students will work with all department faculty in a variety of areas: resume' prep, audition piece selection and preparation, and emerging artist statement, etc. Students will also be guided towards career development opportunities outside of Coker College.

*THE 201 World Dramatic Literature (3SH)*

A survey of drama as a manifestation of cultural development, in terms of dramatic structure, artistic styles, and critical theory. The course includes representative masterpieces from Aeschylus to Ionesco.

*THE 210 African American Theatre (3SH)*

(Cross Reference: AAS 210) An introduction to and the study of contemporary African American plays and playwrights. The course includes a survey of the practice and roots of contemporary Black theatre as evidenced by the changing image of African Americans from the stereotypes of early American theatre to today's varied characterizations.

*THE 235 Script Analysis (3SH)*

Script Analysis is the study of dramatic texts with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and point of view. Theatre students will learn how to read, interpret, and analyze plays as an essential basis for any type of production work be it acting, directing, design, or playwrighting.

*THE 250 Introduction to Theatre Production II (3SH)*

A study and practical application of set construction, stage design and lighting. This course includes a three-hour, weekly lab involving implementation and practice of the skills learned in the lecture portion of the class.

*THE 252 Stage Management (3SH)*

In this course, students will demonstrate assistant stage management skills and develop the skills needed to serve as stage manager for a regular departmental production (including dance and musical theatre). Students will be responsible for organizing and running production meetings, rehearsals and



performances. This course is open to Theatre majors and minors. Prerequisite: THE 152 or permission of the instructor.

*THE 255 Playwriting I (3SH)*

A study of fundamentals of writing for the stage. Course requirements include dramatic scenes, written inside and outside of class, and the completion of an original one-act play.

*THE 256 Acting II: Period Styles and Stage Combat (3SH)*

A study and practical application of period styles and stage combat techniques. Course requirements include performances by the student of a series of prepared scenes rehearsed and memorized outside of class. Prerequisite: THE 156 or permission of the instructor

*THE 263 Stage Makeup (3SH)*

A study in the method and techniques of makeup for the stage and camera. Students will learn to alter facial features to acquire characteristics of various ages, nationalities and personality types.

*THE 301 19th to 21st Century American Theatre History (3SH)*

This course provides rigorous exposure to modern American theatre history and will address issues of nationhood, the frontier, gender, race and race relations, and popular and high culture in works for the American stage.

*THE 318 Shakespeare (3SH)*

(Cross Reference: ENG 318) A survey of representative plays from the comedies, histories and tragedies, with special attention to Shakespeare's development as premier dramatic artist. Prerequisite: ENG 112 or 210.

*THE 321 Voice and Diction (3SH)*

(Cross Reference: COM 321) A practical study of the structure and uses of the human vocal mechanism, as applied to standard American speech. The student will work toward improvement of diction and articulation and will develop an ability to recognize and reproduce regional dialects and rhythmic patterns.

*THE 343 Modern Drama (3SH)*

(Cross Reference: ENG 343) A study of representative dramatic literature by European and American playwrights, from George Bernard Shaw to Samuel Beckett. Discussion will include an historical and social context, political or religious implications, and, where appropriate, gender issues. Prerequisite: ENG 112 or 210.

*THE 350 Broadway and Hollywood Musicals in the Twentieth Century (3SH)*

(Cross Reference: COM 350, ENG 350, MUS 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theatre repertoire written for both stage and screen, and will include works written from the 1910s to the present. Most works studied will be of three types: 1) shows originally written for the stage, 2) movie versions of staged shows, and 3) original movie musicals. Class activities will include comparisons of stage versus screen versions; analysis of song lyrics and song forms; visual, dramatic and character analysis; and analysis of the variety of musical styles found in musical theatre. Class content will also include the cultural and economic history of musical theatre and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 112 or 210.

*THE 355 Styles and Adaptations (3SH)*

The style of a playwright is shown in the choices made in the world of the play, i.e., the kinds of characters, time periods, settings, language, methods of characterization, ideological movements, use of symbols, and themes. THE 355 is an advanced class devoted to reading dramatic

material for the stage, exploring the stylistic devices used by the authors and then adapting a piece of the students work to one or more styles presented by accomplished playwrights.

*THE 356 Acting III: Improvisation and Meisner (3SH)*

The study and application of improvisational methods and Meisner techniques. Course requirements include the performance by students in a series of improvisational forms. Prerequisite: THE 156 or permission of the instructor.

*THE 357 Scene Design (3SH)*

A study of the fundamental techniques and philosophies of scene design. Course requirements include drafting of and research for a play selected by the instructor. Prerequisite: THE 257 or permission of the instructor.

*THE 358 Directing I (3SH)*

A study of fundamentals of directing for the stage. Course requirements include in-class staged scenes and the production of a one-act play directed by the student. Prerequisites: THE 150 or 371, and permission of the instructor.

*THE 360 Lighting Design (3SH)*

A study of the fundamental techniques and philosophies of lighting design. Students will complete projects associated with (but not limited to) art, dance, music, and theatre. Prerequisites: THE 160 and THE 250.

*THE 367 Practicum in Musical Theatre (0-1SH)*

(Cross Reference: MUS 367) A course providing practical experience for the singer/actor by taking a leading role in a musical theatre production. May be repeated once for credit. Prerequisites: THE 156, MUS 101T and/or permission of the director of the production.

*THE 371 Practicum in Stage Management (2SH)*

This course will provide an opportunity for the hands-on application of skills in stage management. During the production, the student will collaborate with the production director and the Department Technical Director to manage the show. The course may be repeated twice for credit. Prerequisite: Permission of the instructor.

*THE 372 Practicum in Acting (1-2SH)*

A course providing practical experience in acting through performance in a drama production. Students will analyze, rehearse, and critique work in progress. Ensemble and small roles receive one credit; major roles may receive two credits. May be repeated four times for credit. Prerequisite: THE 156 and permission of the instructor.

*THE 373 Practicum in Technical Theatre (1SH)*

A course providing both specialized instruction and practical experience in aspects of production design and technical direction for a theatrical production. Students may work on scenery, lighting, costumes, makeup, or sound design. May be repeated six times for credit. Each time a student enrolls in THE 373, that student will be expected to assume a different responsibility in technical theatre, thereby learning a new skill in each succeeding course experience. Required of all majors. Prerequisite: Permission of the instructor.

*THE 375 Script Writing for Radio, Television and Film (3SH)*

(Cross Reference: ENG 375) A workshop designed to teach script writing formats for advertising, dramatic and documentary productions. Prerequisite: ENG 112 or 210, or permission of the instructor.

*THE 400 Senior Seminar (3SH)*

A concentrated study of a specialized area in theatre which the student intends to pursue either in graduate school or as a profession. The student will do a presentation before the theatre faculty and other selected faculty members. Prerequisite: Permission of the student's advisor and of the instructor.

*THE 440 Ancient Theatre (3SH)*

An in-depth study of theatre and drama of ancient Greece, Rome and the Orient. Prerequisite: THE 100 or permission of the instructor. (Offered as needed)

*THE 455 Playwriting II (3SH)*

An advanced study of techniques of writing for the stage. Emphasis is on writing and revision, discovery, exploration of the dramatic form, and the nature and development of conflict and strategies for resolution. Prerequisite: THE 255. (Offered on demand)

*THE 456 Acting IV: Avant Garde (3SH)*

This course introduces student to a vast array of performance styles, including neutral mask work, clowning, object manipulation, soundscapes, Viewpoints, rasboxes, and the creation of solo and group performance texts inspired and based upon the theories and concepts explored in class. Additionally, students will be exposed to Theatre of the Absurd and Artauds Theatre of Cruelty as specific frameworks for their inquiry. Prerequisite: THE 156 or permission of the instructor.

*THE 457 Production Design (2SH)*

Advanced study and practical application of stage design. Students will produce a design on stage for a departmental production. The design may be scenery, costumes, or lighting. May be taken twice for credit. Prerequisite: THE 257 or permission of the instructor.

*THE 458 Directing II (4SH)*

An advanced study and practical application of stage directing techniques. Course requirements include the production of a student-directed, full-length play. Prerequisites: THE 257 and 358 and permission of the instructor. 199, 299, 399, 499

*THE 199, THE 299, THE 399, THE 499 Special Topics (1-12SH)*

To be offered at the discretion of the Theatre Program faculty as study topics including internship experience, seminar classes and advanced theatre-related projects.

**BOARD OF TRUSTEES**  
**2018-2019 Membership Listing**

**Chair:** Allan McLeland, '20  
**Vice Chair:** Angie Stanland, '21  
**Secretary:** Pam Franklin, '21  
**Treasurer:** Justin Towey, '19

Gloria Mack Bell, '21  
Anne Blomeyer, '21  
John Cerasani, '19  
Ben Chan, '21  
Jerry Cheatham, '21  
Isaac Cody, '21  
Chris Dawson, '20  
Dr. Pamela Gill Franklin, '21  
Chri Ford, '20  
Larry Gantt, '21  
Walt George, '19  
Charles Hupfer, '19  
Eliza Ingle, '19  
Donna Isgett, '21  
Danny Johnson, '20  
Hoyt Kelley, '21  
James Linville, '19  
Allan McLeland, '20  
Susan Allen Morano, '19  
Dr. Jane P. Norwood, '21  
Christopher Ragain, '20  
Matt Ray, '21  
James W. Roquemoire, '21  
Sarah Jo (Wood) Safrin, '20  
Dr. Gayle Sawyer, '21  
Goz Segars, '19  
Valerie Speakman, '20  
Angie Stanland, '21  
Charles Sullivan, '19  
Mindy Taylor, '19  
Sharon Ting, '20  
Justin Towey, '19  
Lou Warner, '21  
Dr. Robert Wyatt, Ex Officio

**ALUMNI ASSOCIATION BOARD**  
**2018–2019 Membership Listing**

**President:** Heather McConnell Buckelew - Class of 1995  
**President Elect:** Tina Weeks Weaver - Class of 1991  
**Secretary:** Mary Hart Morrison - Classes of 2008 and 2015  
**Past President:** Carol Turner Atkinson - Class of 1973

**Student Government Association President:** Temaris Dixon - Class of 2019, '19  
**Student Alumni Association President:** Charity Snelling - Class of 2018, '19

Nancy Thornhill Bolden - Class of 1962, '20

Rick S. Blanks - Class of 1984, '19

Belinda Duckworth Copeland - Class of 1963, '21

Danielle Cottingham - Class of 2019, '20

Kathy Harsh Cunningham - Class of 1990, '19

C. Matthew Ferguson, Class of 2006, '20

Sarah Floyd - Class of 2018, '20

Lisa Snyder Freedman - Class of 1990, '21

Lou Stuckey Gardner - Class of 1961, '19

Mary Lance Williams Garrison - Class of 1991, 21

Sarah McCanless Haarlow - Class of 1972, '21

Shivas Jayaram - Class of 2009, '21

Carolyn Donati Johnson - Class of 1980, '19

Ken Kruege - Class of 1973, '20

Lutherine Jackson Williams - Class of 2011, '20

Sharod Williams - Classes of 2013 and 2015, '19

## **FACULTY & STAFF EMERITI**

### **Faculty Emeriti**

I. Jill Banks (1987-2016)

*Professor Emerita of Psychology*

B.A., M.A., Ph.D.

Deborah I. Bloodworth (1974–2011)

*Professor Emerita of Theatre*

B.A., M.A.

Jim Boden (1999 - 2016)

*Professor Emeritus of Art*

B.S., M.F.A.

Glenn Chappell (2005-2018)

*Professor Emeritus of Business Administration*

B.S., Ph.D.

Ed S. Clark (1988)

*Professor Emeritus of Physical Education and Sport Studies*

B.S., M.A., Ed.D

Kaye P. Crook (1982–2011)

*Professor Emerita of Mathematics*

B.S., M.A.

Richard C. Culyer, III (1976–2003)

*Professor Emeritus of Education*

B.S., M.A., Ph.D.

Edward S. Ebert (1991–2010)

*Professor Emeritus of Education*

B.A., Ph.D.

Paul Frederick Edinger (1973-2012)

*Professor Emeritus of Geology*

B.A., M.Ed., Ph.D.

Clara I. Gandy (1983–1993)

*Professor Emerita of History and Social Science*

B.A., M.A., Ph.D.

Lois R. Gibson (1978–2009)  
*Professor Emerita of English*  
B.A., M.A., Ph.D.

George Lellis (1978–2013)  
*Professor Emeritus of Communication*  
B.A., M.A., Ph.D.

James W. Lemke (1973–2014)  
*Professor Emeritus of Political Science and Philosophy;*  
B.A., Ph.D.

Patricia G. Lincoln (1983–2011)  
*Professor Emerita of Biology*  
B.A., Ph.D.

Darlene Maxwell (2004–2016)  
*Professor Emerita of Education*  
B.S., M.Ed., Ed.D.

Sara S. Odom (2000–2014)  
*Professor Emerita of Education*  
B.A., M.A., Ed.D.

Richard A. Puffer (1999–2016)  
*Professor Emeritus of Communication*  
B.A., M.M.C.

Joseph H. Rubinstein (1984–2011)  
*Professor Emeritus of Education*  
B.A., M.S., Ph.D.

Deane L. Shaffer (1961–1999)  
*Vivian Gay and J. L. Coker Jr. Professor Emeritus of Religion*  
B.A., B.D., Th.D.

Richard L. Swallow (1973–2004)  
*Professor Emeritus of Biology*  
B.S., M.S., Ph.D.

Tracey Turner Welborn (1999–2017)  
*Professor Emeritus of Psychology*  
B.A., M.Ed., Ph.D.

#### **Staff Emeriti**

Malcolm C. Doubles (1976–2009)  
*Provost Emeritus*  
B.A., B.D., Ph.D.

John Foster III (1990–2018)  
*Director Emeritus of the Center for Diversity, Interfaith, and Inclusion Education*  
B.A., M.Ed.

George P. Sawyer, Jr. (1965–2004)  
*Director Emeritus of Kalmia Gardens*

B.A., M.A., Ph.D.

Stephen B. Terry (1975-2016)

*Director Emeritus of the Master in College Athletic Administration Program*

B.S., M.A., D.Ed.



## **ADMINISTRATIVE OFFICERS & STAFF**

### **Office of the President**

Robert L. Wyatt (2009)

*President of the College; Professor of Business Administration*

B.B.A., University of Central Arkansas; M.S., University of Arkansas at Fayetteville; Ph.D., University of Memphis

Johnna Shirley (2013)

*Executive Assistant to the President*

B.A., Clemson University

Tracy Parkinson (2011)

*Vice President for Strategic Partnerships & Special Assistant to the President; Professor of Modern Languages*

B.A., Carson Newman College; M.A., Ph.D., University of Tennessee

Andrew Burkemper (2016)

*Director of Leadership & Entrepreneurship Initiative; Assistant Professor of Business Administration*

B.B.A., Drury University; M.B.A., Ph.D., University of Missouri-Kansas City

Andrew Taske (2016)

*Assistant Director of Leadership & Entrepreneurship Initiative*

B.A., Coker College

Sean Kenyon (2018)

*Title IX Coordinator*

B.A., Indiana University; B.B.A., St. Bonaventure University; J.D., Indiana University

Darlene Bess Small (1997)

*Assistant Dean; Director of Center for Diversity, Interfaith and Inclusion Education*

B.A., M.Ed., University of South Carolina

### **Office of Academic Affairs**

Tracy Parkinson (2011)

*Vice President for Strategic Partnerships & Special Assistant to the President; Professor of Modern Languages*

B.A., Carson Newman College; M.A., Ph.D., University of Tennessee

Susan Daniels Henderson (2005)

*Provost and Dean of Faculty; Professor of Education*

B.A., Davidson College; M.Ed., Ph.D., Georgia State University

Kathryn J. Flaherty (2005)

*Dean of Graduate and Professional Programs; Director of Institutional Effectiveness/SACSCOC Liaison*

B.S., Michigan State University; Ph.D., Purdue University

Joshua Bastean (2018)

*Instructional Technology Analyst and Designer*

B.A., University of Mississippi; M.Ed., Coker College; Ed.D., University of South Carolina

Shirley Burke (2016)

*Student Support Services Coordinator (Marion and Florence)*

B.A., Benedict College; M.A., Nova Southeastern University

Katie Church (2017)  
*Library and Cataloging Assistant*  
B.A., Coker College

Cathleen G. Cuppett (1998)  
*Director of Digital Learning and Information Technology; Director of the Center of Excellence in Teaching and Learning; Professor of Spanish*  
B.A., Wheaton College; M.A., Ph.D., University of Virginia; Universidad Nacional Autónoma de México (Mexico City); Fundación Ortega y Gasset (Madrid)

Joseph E. Flaherty (2005)  
*Director of Undergraduate Research; Professor of Biology*  
B.S., M.S., North Carolina State University; Ph.D., Purdue University

Shannon S. Flowers (2007)  
*Registrar*  
B.A., Coker College; M.S., University of Cincinnati; Ed.D. Candidate, Walden University

Arlia Frink  
*Evening and Weekend Library Supervisor*  
B.A., Coker College

Jonathan Garren (2016)  
*Reference and Instruction Librarian; Assistant Professor of Library Science*  
B.A., Clemson University; M.A., University at Buffalo; M.S., University of South Carolina

Margaret Godbey (2011)  
*Co-Director of the Writer's Studio; Associate Professor of English;*  
B.F.A., New York University; M.A., DePaul University; Ph.D., Temple University

Valerie Granger (2016)  
*Director of the Quantitative Literacy Center; Assistant Professor of Mathematics*  
B.S., M.A., Ph.D., University of Missouri

Tamara Hoefer (2012)  
*Coordinator for the Wiggins School of Education*  
B.A., Clemson University

Kristine M. Jones (2014)  
*Assistant Director of the Library; Assistant Professor of Library Science*  
B.A., Syracuse University; M.S.W., Winthrop University; M.L.S. Kent State

Marcy Coffey Kershner (2008)  
*Director of Institutional Research*  
A.S., Trident Technical College; B.S., Coker College

Julia Klimek (2001)  
*Director of the Center for Interdisciplinary Studies; Professor of English*  
B.A., The Evergreen State College; Ph.D., University of California-Davis

Tracy S. Laffidy (2014)  
*Associate Registrar*  
B.S., Coker College

Justin Lyde (2016)  
*Help Desk Analyst*

Rachel Manspeaker (2011)  
*QEP Implementation Director; Associate Professor of Mathematics*  
B.A., Bridgewater College; M.A., Ph.D., Kansas State University

Nancy Timms Matthews (1984)  
*Library Acquisitions and Catalog Coordinator*  
B.A., Coker College

Sonya F. McKenzie (1988)  
*IT Specialist and Project Coordinator*  
A.D.P., Florence-Darlington Technical College

Amanda McLaughlin (2015)  
*Social Work Field Coordinator; Assistant Professor of Social Work*  
B.S.W., Coker College; M.S.W., University of South Carolina

Danielle M. "Shay" Pierce (2015)  
*Director of Education Internship Programs*  
B.A., Coker College; M.Ed., Francis Marion University

Renny Prince  
*Gallery Director*

Jennifer S. Rhodes (2000)  
*Assistant to the Provost and Dean of Faculty; Coordinator of Disability Services*  
A.A., Florence-Darlington Technical College; B.A., Coker College

Robin Richardson (1989)  
*Director of Learning Support Services; International Student Advisor; Assistant Professor of Physical Education and Sport Studies*  
B.S., Gardner-Webb College; M.S., Appalachian State University

Todd Rix (2007)  
*Director of the Library, Associate Professor of Library Science*  
B.A., Clemson University; M.L.I.S., University of South Carolina

Jasna Shannon (2006)  
*Co-Director of the Writer's Studio; Professor of English*  
B.A., M.A., Ph.D., University of Arizona

Tabitha Wimsett (2016)  
*Director of the Elizabeth Boatwright Coker Performing Arts Center and Assistant Technical Director*  
B.S., Indiana State University

Kathy Zaucha (2017)  
*Campus Administrator Analyst*  
B.A., Ferris State College

#### **Office of Advancement, Alumni Engagement, and College Communications**

William D. Carswell (2003)  
*Vice President for External Relations; Professor of Music*  
B.M.E., Appalachian State University; M.M., Florida State University; D.M.A., University of South Carolina

Alec Gaschen (2016)  
*Visual Communications Manager*

B.F.A., Louisiana State University

Dan Hill (2007)  
*Assistant Director, Kalmia Gardens*  
B.S., Francis Marion University

Elizabeth Hubbard (2017)  
*Content Marketing Specialist*  
B.A., Carnegie Mellon University

Devin Jennings (2016)  
*Associate for Advancement and Alumni Engagement*  
B.A., Coker College; M.A., New York University

Seth Johnson (2012)  
*Video Producer and Broadcast Media Strategist*  
B.A., Coker College

Christopher Pierce (2010)  
*Kalmia Gardens Grounds Supervisor*

Dee Pierce (1998)  
*Manager of Resource Development*

Danielle Sewell (2016)  
*Director of Marketing and Communications*  
B.A., State University of New York at Plattsburgh; M.F.A., Wilkes University

Mary Ridgeway (2007)  
*Director of Kalmia Gardens*  
B.S., Clemson University

Sydney Shull (2018)  
*Advancement Officer for Athletics*  
B.A., Coker College

Peggy Smith (2015)  
*Chief Advancement Officer*  
B.S., Southern Wesleyan University

Shelli Wilson (2016)  
*Director of Alumni Engagement*  
B.A., Davidson College

#### **Office of Athletics and Athletic Facilities**

Lynn Griffin (2010)  
*Vice President of Athletics and Athletic Facilities; Assistant Professor of College Athletic Administration*  
B.S., University of North Carolina-Pembroke; M.Ed., Tarleton State University;  
Ed.D., North Central University

Aaron Beebe (2015)  
*Director of Student-Athlete Academic Advising and Event Management*  
B.A., Coker College; M.S. Coker College

Mary I. Buchner (1998)  
*Assistant to the Vice President of Athletics and Athletic Facilities*

Peter Early (2018)  
*Head Men's and Women's Track and Cross Country Coach*  
B.S. Merrimack College

Adam Goins (2015)  
*Head Men's and Women's Golf Coach*  
B.S., University of South Carolina-Upstate; M.S. Coker College

Luke Harrigan (2016)  
*Head Baseball Coach*  
B.S., Adrian College; M.S.S., United States Sports Academy

Katrina Heterbring (2018)  
*Head Field Hockey Coach*  
B.S., American International College; M.S., Elmira College

Shannon Johnson (2015)  
*Head Women's Basketball Coach*  
B.S., University of South Carolina

Thom Jones (2018)  
*Head Women's Soccer Coach*  
B.A., Cedarville University; M.A., Campbellsville University

Chelsea Kent (2018)  
*Head Women's Lacrosse Coach*  
B.A., Coker College

Travis McCall (2014)  
*Head Women's Softball Coach*  
B.S., M.B.A., West Georgia College

Ali Nelson (2013)  
*Head Spirit Coach*  
B.A., M.S., Coker College

Derrick Nelson (2018)  
*Head Wrestling Coach*  
B.S., M.S., Coker College

David Oliver (2013)  
*Head Men's Lacrosse Coach*  
B.S., Wingate University

Jon Perdue (2018)  
*Assistant Athletic Media Relations*  
B.A., Coker College

Julia A. Rowland (2014)  
*Head Men's and Women's Volleyball Coach*  
B.S., King College; M.A., Carson-Newman University; Ed.S., Union College

Joseph Rudy (2018)  
*Head Esports Coach*  
B.S., Penn State University

Aric Samuel (2013)  
*Head Men's Basketball Coach*  
B.S., South Carolina State University; M.S., Coker College

Tom Scott (2017)  
*Head Men's and Women's Track and Cross Country Coach*  
B. S., Ashland University

Scott Sewell (2018)  
*Assistant Athletic Media Relations*

Tom Simpson (2011)  
*Head Tennis Coach*  
B.A., Oakland University; M.A., Columbia International University

Chris Williams (2014)  
*Head Men's Soccer Coach*  
B.A., Lindsey Wilson College; M.S., University of South Wales

**Office of Chief Financial Officer**

Robin Perdue (1994)  
*Chief Financial Officer*  
B.S., Coastal Carolina University; M.B.A., Francis Marion University

Eimari Bradley (2018)  
*Retail Clerk*  
B.A., Coker College

Tracey Burns (2011)  
*Payroll & Benefits Manager*  
B.S., University of South Carolina–Upstate

Janis C. Francisco (2014)  
*Assistant Director of Budget & Finance*  
B.S., University of Alabama at Birmingham

Clifton Howle (2014)  
*Retail Clerk*  
B.S., Coker College

Tammy Huskey (2010)  
*Accounts Payable Coordinator*  
B.S., Coker College

Mitchell “Jody” Johnson (2007)  
*Coordinator of College Services*

Ella Marshall (2017)  
*Director of Human Resources*  
B.S., University of South Carolina; M.S., Troy State University

Emily Phillips (2013)  
*Director of Retail Operations*  
B.A., Furman University

Loretta Tiller (2018)  
*Retail Clerk*  
B.S., Francis Marion College; M.Ed. Grand Canyon University

Katie Walters (2014)  
*Retail Associate*  
B.A., Newberry College

Nicole Watkins (2017)  
*Coordinator of Residence Life & Upperclassmen Initiatives*  
B.A., University of North Carolina - Charlotte

**Office of Enrollment Management**

Adam Connolly (2011)  
*Vice President for Enrollment Management*  
B.S., College of Mount Saint Vincent; M.A., Drexel University

Kylee Brand (2016)  
*Senior Admissions Counselor*  
B.S., Lander University

Lisa Atkinson (2011)  
*Admissions Office Receptionist*

Alexis Boulware (2018)  
*Admissions Counselor*  
B.A., Francis Marion University

Cassie Brock (2013)  
*CRM and Support Specialist*  
A.S., Florence-Darlington Technical College; B.S., Coker College

Mahogany K. Giles (2016)  
*Admissions Counselor*  
B.S., Charleston Southern University

Mary Grantham (2018)  
*Admissions Counselor*  
B.A., University of South Carolina

Cindy Griggs (2008)  
*Assistant to the Vice President for Enrollment Management*

Elaine Hodges (2013)  
*Director of Transfer, Evening, and Online Programs*  
B.S., Charleston Southern University

Meaghan Isgett (2012)  
*Director of Student Accounts*  
*Work Study Coordinator*  
B.S., University of Virginia; M.P.S. Penn State

Sarah Jeffery (2013)  
*Campus Visit Coordinator*  
B.A., Francis Marion University

Rachel Johnson (2018)  
*Graduate Admissions Counselor*  
B.A., Coker College

Linda Lewis (2003)  
*Student Accounts Coordinator*  
B.A., Carson Newman College

Sharon S. Moore (1997)  
*Financial Planning Counselor*

Heather M. Norment (2013)  
*Associate Director of Admissions*  
B.A., Coker College, M.F.A., Sarah Lawrence College

Donna J. Rhine (2015)  
Financial Planning Counselor

Lacey Rice-Serafin (2015)  
*Director of Graduate Admissions*  
B.S., Slippery Rock University; M.A., Slippery Rock University

Ambrosia Teabo (2014)  
*CRM and Support Specialist*  
A.S., Florence-Darlington Technical College; B.S., Coker College

Christina Webb (2013)  
*Admissions Counselor*  
B.A., Keene State College; M.A., Emerson College

Angela F. White (2002)  
*Assistant Director of Student Financial Planning*  
A.S., Florence-Darlington Technical College; B.S., Coker College; M.S., Walden University

Betty B. Williams (1994)  
*Director of Student Financial Planning*  
B.A., Coker College

#### **Office of Student Affairs and Contract Services**

Brianna Bunce Douglas (2009)  
*Vice President of Student Affairs and Contract Services*  
B.A., Coker College; B.S., University of South Carolina; M.B.A., University of North Florida

Caroline Carter (2014)  
*Director of Student Activities and Leadership*  
B.A., M.Ed., University of South Carolina

Dick Coldwell (2016)  
*Student Success Coach*  
B.A., Otterbein University; M.A., The Ohio State University; M.Div., The Methodist Theological School in Ohio



Whitney Cranford (2018)  
*Student Success Coach*  
B.A., Coker College; M.A., South University

Ginger D. Freeman (1990)  
*Assistant to the Vice President of Student Affairs and Contract Services*  
B.A., Coker College

Caroline W. Fulghum (2014)  
*Coordinator for the Student Experience*

Lyn Joyce (2016)  
*Student Success Coach*  
B.A., Wofford College; M.Ed., University of South Carolina

M. Kendrick Reed (2015)  
*Director of Student Success Programs and the First-Year Experience*  
B.A., Coker College; M.Ed., Tiffin University

Dan Schmotzer (1987)  
*Coordinator of Campus Recreation; Coker Wellness Coordinator*  
B.A., St. Edwards University; M.Ed., Texas Christian University

Sara Stoner (2018)  
*Residence Life Coordinator*  
B.S., Grand Canyon University

Evan Vaughn (2018)  
*Director of Residence Life*  
B.A., Belmont University; M.Ed., Vanderbilt University

Whitney Watts (2010)  
*Dean of Student Success*  
B.A., Coker College; M.Ed., University of South Carolina

## **Faculty**

M. Valeria Avanzato (2011)  
*Associate Professor of Biology*  
M.Biol.Sci., University of Buenos Aires; Ph.D., University of Arkansas-Fayetteville

Paula Samiec Bailey (2000)  
*Professor of Biology*  
B.S., Barry University; Ph.D., Emory University

Dennis Burke (2014)  
*Special Lecturer in Business Administration*  
B.S., Southern Illinois University; M.B.A., Webster University; D.B.A., Walden University

Andrew Burkemper (2016)  
*Assistant Professor of Business Administration; Director of the Center for Leadership & Entrepreneurship*  
B.B.A., Drury University; M.B.A., Ph.D., University of Missouri-Kansas City

Karen Carpenter (2011)

*Associate Professor of Education; Dean of the Wiggins School of Education; Director of the Teacher Education Program; Coordinator of the Education Graduate Programs*  
B.A., Eastern Michigan University; M.Ed., Ph.D., University of Nevada-Reno

William D. Carswell (2003)  
*Professor of Music; Vice President for External Relations*  
B.M.E., Appalachian State University; M.M., Florida State University; D.M.A., University of South Carolina

Katherine Chandler (2017)  
*Visiting Instructor of Music*  
B.A., Lebanon Valley College; M.M. and Ph.D. candidate, University of South Carolina

Andrea L. Coldwell (2011)  
*Associate Professor of English; Coordinator of the English major*  
B.A., Otterbein College; Ph.D. Temple University

Todd Couch (2014)  
*Assistant Professor of Criminology and Sociology; Chair of the Department of Behavioral and Social Sciences and History; Coordinator of the Criminal and Social Justice Policy Graduate Program*  
B.A., Midwestern State University; M.S., Ph.D., Texas A&M University

Cathleen G. Cuppett (1998)  
*Professor of Spanish; Director of Digital Learning and Information Technology; Director of the Center for Excellence in Teaching and Learning*  
B.A., Wheaton College; M.A., Ph.D., University of Virginia; M.Ed., Lesley University; Universidad Nacional Autónoma de México (Mexico City); Fundación Ortega y Gasset (Madrid)

Paul Dostert (2009)  
*Associate Professor of Mathematics, Coordinator for the Mathematics major*  
B.S., James Madison University; M.S., Ph.D., Texas A & M University

Phyllis G. Fields (2002)  
*Professor of Theatre; Faculty Coordinator of the Trans4mations Program*  
B.A., Coker College; M.F.A., New York University

Julia A. Fisher (2007)  
*Professor of Psychology, Coordinator of the Psychology major*  
B.A., University of Wisconsin; M.A., Ph.D., University of Colorado

Joseph E. Flaherty (2005)  
*Professor of Biology; Director of Undergraduate Research; Coordinator of Biology Education*  
B.S., M.S., North Carolina State University; Ph.D., Purdue University

Kathryn J. Flaherty (2005)  
*Dean of Graduate and Professional Programs; Director of Institutional Effectiveness/SACSCOC Liaison; Assistant Professor of Biology*  
B.S., Michigan State University; Ph.D., Purdue University

Angela M. Gallo (2003)  
*Professor of Dance; Chair of the Department of Dance, Music, and Theatre*  
B.F.A., Central Connecticut State University; M.F.A., University of Michigan

Casey D. Gilewski (2016)  
*Assistant Professor of Education*  
B.A., Lees-McRae College; M.S., Arkansas State University; Ed.D., University of Memphis

Peter J. Gloviczki (2013)  
*Assistant Professor of Communication*  
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

Margaret J. Godbey (2011)  
*Associate Professor of English; Co-Director of the Writer's Studio; Coordinator of the First-Year Writing Program; Coordinator of the English Education concentration*  
B.F.A., New York University; M.A., DePaul University; Ph.D., Temple University

Valerie Granger (2016)  
*Assistant Professor of Mathematics; Director of the Quantitative Literacy Center*  
B.S., M.A., Ph.D., University of Missouri

Lynn Griffin (2010)  
*Assistant Professor of College Athletic Administration; Vice President of Athletics and Athletic Facilities*  
B.S., University of North Carolina-Pembroke; M.Ed., Tarleton State University; Ed.D., North Central University

Jean Grosser (1985)  
*Professor of Art; The James Wayne Lemke Endowed Chair in College Service and Leadership; Coordinator of the Art Education major*  
B.A., Barnard College; B.F.A., Alfred University; M.F.A., Ohio University

Nate Gullede (2016)  
*Assistant Professor of Art; Chair of the Department of Art; Coordinator of the Art major*  
B.A., Coker College; M.F.A., Maryland Institute College of Art

Kristin Hapke (2013)  
*Assistant Professor of Dance*  
B.A., The University of Oregon; M.F.A., The Ohio State University

John Hauptfleisch (2012)  
*Associate Professor of Chemistry, Coordinator of Chemistry major*  
B.S., Hamilton College; Ph.D., University of Alabama

Susan Daniels Henderson (2005)  
*Professor of Education; Provost and Dean of Faculty*  
B.A., Davidson College; M.Ed., Ph.D., Georgia State University

Brian Heslop (2016)  
*Assistant Professor of Communication, Coordinator of Communication major*  
B.A., Weber State University; M.A., Southern Utah University; Ph.D., University of Memphis

Jennifer Heusel (2014)  
*Assistant Professor of Communication*  
B.A., Rollins College; M.A., Ph.D., Indiana University at Bloomington

Ryan M. Higgins (2013)  
*Associate Professor of Education*  
B.S., Indiana University Southeast; M.Ed., Xavier University; Ph.D., University of Louisville

Darrell T. Holliday, Jr. (1996)  
*Professor of Business Administration*

A.A., Brewton-Parker College; B.A., LaGrange College; M.B.A., Vermont College; Ph.D., The Union Institute

Mal J. Hyman (1987)

*Associate Professor of Sociology, Coordinator of the Political Science major*

B.A., University of California-Los Angeles; M.A., University of California-Riverside

John Jewell (2004)

*Professor of Physical Education and Sport Studies*

B.S., M.S., Eastern Illinois University; Ed.D., West Virginia University

Kristine M. Jones (2014)

*Assistant Professor of Library Science; Assistant Director of the Library*

B.A., Syracuse University; M.S.W., Winthrop University; M.L.S. Kent State

Jerron Jorgensen (2017)

*Assistant Professor of Music; Director of Choral Activities*

B.A., South Dakota State University; M.M., Arizona State University; D.M.A., The Hartt School

Darryl Kelly (2013)

*Special Lecturer in Business Administration*

B.S., Coker College; M.P.A., Troy State University

Kevin T. Kenyon (2000)

*Professor of History; Coordinator of History major; Director of Educational Travel*

B.A., The American University; M.A., Ph.D., Indiana University

Julia Klimek (2001)

*Professor of English; Director of the Center for Interdisciplinary Studies; Coordinator of the Interdisciplinary Studies major*

B.A., The Evergreen State College; Ph.D., University of California-Davis

Rhonda Knight (2002)

*Professor of English*

B.A., University of Alabama-Birmingham; M.A., University of Alabama; Ph.D., Binghamton University

Shawn Lay (1996)

*Professor of History*

B.A., M.A., University of Texas-El Paso; Ph.D., Vanderbilt University

Ye Li (2011)

*Associate Professor of Chinese; Coordinator of the Chinese minor*

M.A., Ph.D., Capital Normal University

Eric Litton (2018)

*Assistant Professor of Business Administration*

B.A., Cornell University; M.B.A., University of Notre Dame; Ph.D., George Mason University

Danny E. Malone, Jr. (2016)

*Assistant Professor of Sociology and Criminology, Coordinator of African American Studies specialization*

B.S., M.S., Ph.D., Texas A & M University

Rachel Manspeaker (2011)

*Associate Professor of Mathematics, QEP Go Figure Implementation Director; Coordinator of the Math Education major*

B.A., Bridgewater College; M.A., Ph.D., Kansas State University

Shirley McClerklin-Motley (2000)  
*Associate Professor of Social Work*  
M.S.W., University of South Carolina

David S. McCracken (1998)  
*Professor of English; Chair of the Department of Communication, Language, and Literature*  
B.A., Belmont College; M.A., Ph.D., Texas A & M University

Christi McLain (2017)  
*Visiting Instructor of Music*  
B.M., University of Nebraska-Lincoln; M.M., D.M.A., Arizona State University

Amanda L. McLaughlin (2015)  
*Assistant Professor of Social Work; Social Work Field Coordinator*  
B.S.W., Coker College; M.S.W., University of South Carolina

James E. McLaughlin (2011)  
*Associate Professor of Physical Education and Sport Studies*  
B.A., University of South Florida; M.A., University of North Carolina-Chapel Hill; Ph.D., University of Tennessee

Sharon S. Mitchell, M.D. (2008)  
*Special Lecturer in Medical Technology; Medical Director of the School of Medical Technology*  
McLeod Regional Medical Center

Peter Nguyen (2011)  
*Associate Professor of Mathematics*  
B.A., M.S., St. Louis University; Ph.D., Kansas State University

Melinda Norris (2000)  
*Associate Professor of Business Administration, Chair of the Department of Business Administration; Coordinator of the Management and Leadership Graduate Program*  
B.S., Furman University; M.B.A., University of South Carolina

April B. Orange (2015)  
*Special Lecturer, Program Director of McLeod School of Medical Technology*  
B.S., Erskine College; M.L.S. (ASCP), Armstrong Atlantic State University; M.M., University of Phoenix

Suzanne Parker (2006)  
*Professor of Physical Education and Sport Studies; Chair of the Department of Physical Education and Sport Studies; Coordinator of the Physical Education Teacher Education major*  
B.S., Norfolk State University; M.S.E., Ph.D., Virginia Polytechnic Institute and State University

Tracy Parkinson (2011)  
*Professor of Modern Languages; Vice President for Strategic Partnerships and Special Assistant to the President*  
B.A., Carson Newman College; M.A., Ph.D., University of Tennessee

Alyssa Reiser Prince (2016)  
*Assistant Professor of Art*  
B.F.A., University of North Carolina, Charlotte; M.F.A., Clemson University

Jennifer Borgo-Raia (2008)  
*Associate Professor of Biology; Director of the Honors Program; Chair of the Department of Science & Mathematics*

B.S., Auburn University; M.S., Utah State University; Ph.D., Utah State University

Robin L. Richardson (1989)

*Assistant Professor of Physical Education and Sport Studies; Director of Learning Support Services; International Student Advisor*

B.S., Gardner-Webb College; M.S., Appalachian State University

Todd Rix (2007)

*Associate Professor of Library Science; Director of the Library*

B.A., Clemson University; M.L.I.S., University of South Carolina

David A. Schmotzer (1991)

*Assistant Professor of Physical Education and Sports Studies*

B.A., St. Edwards University; M.Ed., Texas Wesleyan University

Andrew J. Schwartz (2015)

*Assistant Professor of Theatre, Co-Coordinator of the Theatre major*

B.A., The Pennsylvania State University; M.F.A., National Theatre Conservatory

Gwyn W. Senokossoff (2015)

*Assistant Professor of Education; Coordinator of the Elementary Education major*

B.A., University of South Florida-St. Petersburg; M.A., Ph.D., University of South Florida-Tampa

Jasna R. Shannon (2006)

*Professor of English; Co-Director of the Writer's Studio*

B.A., M.A., Ph.D., University of Arizona

Michael L. Siegfried (1987)

*Professor of Sociology*

B.S., M.A., Southern Illinois University- Edwardsville; Ph.D., Southern Illinois University-Carbondale

Meredith Sims (2013)

*Assistant Professor of Dance; Coordinator of the Dance Education major*

B.A., Point Park University; M.S., Ph.D., University of Kentucky

Joseph Stevano (2002)

*Associate Professor of Business Administration*

B.S., University of Toronto; M.A., York University (Canada); M.S., University of Maryland Baltimore County; M.A., Ph.D., University of Notre Dame

Lisa Stockdale (2018)

*Assistant Professor of Education; Coordinator of the Early Childhood Education major*

B.A., M.Ed., Ph.D., University of South Carolina

James Sweeney (2017)

*Special Lecturer in Mathematics*

B.A., Coker College; Ph.D., University of South Carolina

Sami Varjosaari (2018)

*Visiting Assistant Professor of Chemistry*

MChem, University of Oxford; Ph.D., Northern Illinois University

Joshua Webb (2013)

*Associate Professor of Theatre; Technical Director of the Elizabeth Boatwright Coker Performing Arts Center; Co-Coordinator of Theatre major*  
B.A., Keene State University; M.F.A., Michigan State University

Stephanie H. Weiss (2014)  
*Assistant Professor of Business Administration*  
B.S., Mountain State University; M.S., Strayer University; D.B.A., Walden University

James D. Wacker (2018)  
*Assistant Professor of Business Administration*  
B.S., State University of New York at Albany; M.S., Syracuse University; M.B.A., University of South Carolina; M.B.A., Northcentral University

John E. Williams (2013)  
*Associate Professor of Education*  
B.A., Pfeiffer College; M.Ed., Ph.D., University of South Carolina

John M. Williams, III (2007)  
*Associate Professor of Spanish, Coordinator of Foreign Language programs*  
B.A., M.A., Brigham Young University; Ph.D., Tulane University

Graham Wood (2000)  
*Professor of Music, Coordinator of Music, Music Education, and Musical Theatre majors*  
B.A., University of Newcastle-on-Tyne; M.A., Ph.D., University of Minnesota

Robert L. Wyatt (2009)  
*Professor of Business Administration; President of the College*  
B.B.A., University of Central Arkansas; M.S., University of Arkansas at Fayetteville; Ph.D., University of Memphis

Ze Zhang (2003)  
*Professor of Computer Science, Coordinator of Computer Science major*  
B.A., Henan University (China); M.S., North Carolina State University; Ph.D., University of Missouri-Columbia