



Catalog 2020-21



Institutional Mission:

Erskine College exists to glorify God as a Christian academic community where students are equipped to flourish as whole persons for lives of service through the pursuit of undergraduate liberal arts and graduate theological education.

Erskine College:

The mission of Erskine College is to equip students to flourish by providing an excellent liberal arts education in a Christ-centered environment where learning and biblical truth are integrated to develop the whole person.

Erskine Theological Seminary:

Erskine Theological Seminary prepares men and women to fulfill the Great Commission of Jesus Christ through theological higher education that is ecclesial, missional, and confessional.



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Academic Calendar

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2020 Fall Term

Late Registration and Classes Begin.....	Wednesday, August 19
Drop/Add Day (Class Changes).....	Tuesday, August 25
Classes End.....	Tuesday, November 24
Final Examinations Begin.....	Monday, November 30
Final Examinations End.....	Friday, December 4

2021 Spring Term

Late Registration and Classes Begin.....	Monday, January 11
Drop/Add Day (Class Changes).....	Friday, January 15
Martin Luther King Day Holiday.....	Monday, January 18
Spring Break Begins After Classes.....	Friday, February 26
Classes Resume, 8 a.m.....	Monday, March 8
Easter Break Begins After Classes.....	Wednesday, March 31
Classes Resume, 8 a.m.	Monday, April 5
Classes End.....	Wednesday, April 28
Reading Day.....	Thursday, April 29
Final Examinations Begin.....	Friday, April 30
Final Examinations End.....	Wednesday, May 5
Baccalaureate.....	Friday, May 7
Commencement.....	Saturday, May 8

2021 First Summer Term

Classes Begin.....	Monday, May 17
Only Day for Class Changes.....	Tuesday, May 18
Holiday.....	Monday, May 31
Final Examinations.....	Friday, June 25

2021 Second Summer Term

Classes Begin.....	Tuesday, July 6
Only Day for Class Changes.....	Wednesday, July 7
Final Examinations.....	Monday, August 16

Note: The calendar is subject to change.

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From the President

The outbreak of the COVID-19 virus earlier this year led to the departure of most of our students, faculty, and staff from the Erskine College campus. None of us will forget the hurdles of the last several months, but I am proud of how the Erskine community faced those challenges. Our students worked hard to complete the semester online and to finish strongly.

Now we are back on campus and looking forward to the 2020-21 academic year.

Even with the need to practice physical distancing, to wear masks, and to maintain proper health safety, we will focus this year on learning to think biblically, addressing current cultural issues, and discovering the importance of teamwork and collaboration as we grow in knowledge. We are committed to building close relationships and a strong academic community that values careful scholarship and vibrant Christian commitment.

The natural beauty of our campus reminds us daily of God's creative power. Our small size affords each of you the chance to explore and develop your gifts through service and leadership. It also offers opportunities for friendships with professors, staff, and others on campus beyond the student body. Finding a mentor during your college years is one of the key indicators for success here at Erskine and in your adult life.

As a Christian college, we acknowledge the cross of Jesus Christ as central for understanding who we are as human beings and for coming to know the God of compassion and grace. As John Calvin states in the opening paragraph of his *Institutes of the Christian Religion*, "Nearly all the wisdom we possess, that is to say, true and sound wisdom, consists of two parts: the knowledge of God and of ourselves." Calvin asserts that "the knowledge of ourselves not only arouses us to seek God, but also, as it were, leads us by the hand to find Him."

My prayer is that this year will be one in which we come to know ourselves more clearly and thus are led to find Christ and the grace and truth he offers to us at the cross.

As your college president, I welcome you to Erskine College for the 2020-21 academic year.



Dr. Robert E. Gustafson
President

Introducing Erskine

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Accreditation

Institutional

Erskine College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500.

The threefold purpose for publishing the address and contact numbers of the SACS Commission on Colleges is to enable interested constituents:

1. to learn about the accreditation status of the institution;
2. to file a third-party comment at the time of the institution's decennial review; or
3. to file a complaint against the institution for alleged non-compliance with a standard or requirement.

Other inquiries about Erskine College, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the college or seminary, and not to the Commission's office.

Graduate Programs (Seminary)

Erskine Theological Seminary is also accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada. The following degree programs are approved: M.Div., M.A. in Christian Counseling, M.A. in Practical Ministry, M.A. in Theological Studies, D.Min., Th.M.

The following extension sites are approved as specified:

- Approved for complete M.Div., M.A. in Practical Ministry, M.A. in Theological Studies, and D.Min. degree programs: Columbia, South Carolina
- Approved for a Comprehensive Distance Education Program

To contact ATS: Commission on Accrediting, Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275; Telephone: 412-788-6505; Website: www.ats.edu

Pre-Professional Undergraduate Programs

- Teacher Education

The teacher education program is approved by the State Board of Education using the Standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and has been awarded national accreditation by the Council for the Accreditation of Educator Preparation (CAEP).

Other Memberships and Affiliations

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Council on Education

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- Association of American Colleges
- Association of Clinical Pastoral Education (Seminary)
- Conference Carolinas
- Council for Advancement and Support of Education
- Council for Christian Colleges and Universities
- National Association of College and University Business Officers
- National Christian College Athletics Association
- National Commission on Accrediting
- National Collegiate Athletic Association (Division II)
- Society for the Advancement of Continuing Education in Ministry (Seminary)
- South Carolina Association of Colleges and Universities
- South Carolina Independent Colleges and Universities

Mission Statements

Institution:

Erskine College exists to glorify God as a Christian academic community where students are equipped to flourish as whole persons for lives of service through the pursuit of undergraduate liberal arts and graduate theological education.

College:

The mission of Erskine College is to equip students to flourish by providing an excellent liberal arts education in a Christ-centered environment where learning and biblical truth are integrated to develop the whole person.

Seminary:

Erskine Theological Seminary prepares men and women to fulfill the Great Commission of Jesus Christ through theological higher education that is ecclesial, missional, and confessional.*

**Approved by the Seminary Committee of the Board of Trustees, pending ratification by the Board of Trustees at next stated meeting.*

Introducing Erskine

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History

Erskine College was founded by the Associate Reformed Presbyterian Church in 1839.

Prior to this time the church had established an academy for men in Due West, S.C., in 1835, and a seminary in 1837. The academy became Erskine College, the first four-year church-related college in South Carolina.

By the time of the Civil War, Erskine had become one of the thriving colleges of the region with more than 100 students enrolled. Following the war, loyal supporters rebuilt the endowment wiped out by the conflict. They also financed construction of the Erskine Building and established Chairs in Chemistry and English Literature under widely respected professors.

These professors helped Erskine establish a reputation for academic excellence as the college moved from the classical to the liberal arts curriculum.

Also enhancing this reputation were the Erskine literary societies, as old as the college, which trained championship debaters and supplemented speech and literary training. The large auditorium constructed in 1892 brought renowned speakers to Erskine and continued Erskine's role as a cultural and educational center of the South Carolina Piedmont.

Erskine also played a significant role in the education of women, admitting women first in 1894 and becoming officially coeducational in 1899. Due West Female College, also founded by Associate Reformed Presbyterian ministers and laymen in 1859, came under the control of the ARP Church in 1904.

A planned merger of the college, women's college, and seminary paved the way for accreditation by the Southern Association of Colleges in 1925. By 1927 the three schools had merged into one institution called Erskine College, with the seminary serving as its graduate theological school.

Erskine celebrated 175 years of undergraduate liberal arts and graduate theological education in the fall of 2014.

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Introducing Erskine

College Campus

Erskine College is located in Due West, a town of 1,200 residents located in historic Abbeville County, South Carolina, an area rich in colonial, Revolutionary War, and Civil War history. The town and the college, with a number of antebellum buildings, are listed on the National Register of Historic Places.

Erskine is on the forefront of the latest technological advances. The residence halls, library, dining hall and most classrooms are wireless. Erskine has developed innovative uses of technology to increase person-to-person communication and maximize student learning. These award-winning innovations are being shared with numerous other campuses. Along with the successful use of technology, personal interaction that leads to lasting friendships and discovery within a community of learners continues as a primary focus on the Erskine campus.

Erskine is located near a number of lakes and recreational areas and within easy access to Interstate Routes 26 and 85 and the cities of Atlanta, Charlotte, Columbia, and Greenville. Greenwood and Anderson are each about 20 miles away. The town provides a restful and quiet atmosphere for study. The college arranges transportation to meet students arriving at nearby cities by train or plane, provided adequate notification is given of the time of arrival. A nominal charge is made to cover costs. Erskine's 90-acre campus is divided into the West Campus and the East Campus. The campuses are connected by a mall.

Academic and Administrative Facilities

Belk Hall, opened in 1967 and named in honor of the late William Henry Belk, founder of Belk Stores, contains classrooms, the Office of the President, the Admissions Office, the Financial Aid Office, a number of other administrative and faculty offices, seminar rooms and a language laboratory. It is conveniently located for the entire campus and has adjacent parking facilities.

Bowie Arts Center, opened in 1995, is a 14,000-square-foot museum and gallery built and endowed by gifts of more than \$2 million from Dr. Marie T. Bowie of Iva. The two-story building's architecture blends with that of Bowie Divinity Hall. The center contains a \$1 million collection of the late Dr. Wofford Baldwin's mechanical musical instruments and collections of Mrs. Bowie and Louise Bell. An exhibit hall for traveling exhibits is named for Professor Emeritus of Art Felix K. Bauer. The center also includes a state-of-the-art classroom. The Dr. Alex Patrick Gallery, located upstairs, was dedicated in 1999 and features works by artists from the state and region donated by Dr. Alex Patrick of Greenville.

Bowie Divinity Hall, constructed in 1985 through a gift from W. Parker and Marie T. Bowie, includes not only academic facilities for Erskine Theological Seminary but the Marie Bowie Chapel, McLane Media Center, and meeting rooms for the entire Erskine Community. The McLane Media Center, provided by a gift from Drayton McLane Jr. of Temple, Texas, in honor of his father, provides audiovisual support services for the faculty and staff.

Daniel-Moultrie Science Center, completed in 1999, is named for the late Homozel Mickel Daniel and for Mr. and Mrs. John Edward Moultrie, parents of former trustee Robert L. Moultrie, whose firm, Facility Group, designed and constructed the building. The \$7.4 million, 46,000-square-foot state-of-the-art facility houses the departments of biology, chemistry and physics, as well as general purpose areas such as an auditorium and classrooms for use by the campus community.

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Erskine Building, constructed in 1892, is named for Ebenezer Erskine, founder of the Associate Church of Scotland, which became part of the Associate Reformed Presbyterian Church in the U.S. Renovated in 2008, it houses the education, psychology and sociology departments.

Galloway Applied Arts Building, which served as the Associate Reformed Presbyterian Printing Office from 1889-1976, was renovated to provide studio space for Erskine art majors. It is named in honor of Robert Speer Galloway and Robert Stone Galloway, owners and publishers.

McCain Library was built in 1949 and named in memory of Dr. J. I. McCain, revered English professor. An annex, completed in 1973, increased the library from 9,000 to 23,000 square feet. Currently, McCain Library houses the college and seminary collections of 160,000 book volumes, 22,000 periodical volumes, 72,000 government documents, 10,000 microforms, and 2,000 audiovisual items. The library's Web site provides access to the online catalog, more than 100 electronic databases, and 65,000 e-book and e-journal titles. The library maintains more than 950 current periodical subscriptions. Computers and study areas are available for student use. The library is a partial depository for U.S. Government documents. The library's Department of Archives and Special Collections is located in Reid Hall. The library also oversees a small branch library on the Columbia Campus of Erskine Theological Seminary in Columbia, S.C. McCain Library is a member of the Partnership Among South Carolina Academic Libraries (PASCAL), which affords benefits to students, including statewide academic library borrowing privileges.

Memorial Hall, built in 1912 through the support of the Alumni Association and most recently renovated in 2008, provides a recital hall for the music department and has studios for speech, piano, and voice, as well as practice rooms equipped with pianos.

Moss Mathematics and Music Educational Facility was completed in 2008 and named in honor of benefactors Joseph H. and Nena C. Moss of Austin, Texas. The 24,000-square-foot two-story brick structure features classrooms, office space and a two-story rehearsal hall in the music portion. The music portion of the building is named in honor of benefactors Robert L. and Cheryl Moultrie of Atlanta, Ga., and the math section is named in honor of Mrs. Moss. A glass-enclosed foyer connects the new facility with historic Memorial Hall, which was extensively renovated as part of the project.

Reid Hall, constructed in 1949 and named in honor of a distinguished science teacher, the late Dr. E. L. Reid, currently houses the Business Department, the McCain Library Department of Archives and Special Collections, and a multimedia classroom.

Activities Facilities

Carson Performance Hall, named in honor of President Emeritus Dr. John Carson and his wife Sarah Ellen, was formerly known as Memorial Auditorium. Constructed in 1914 and renovated in 1974, it was recently expanded and provides an excellent facility for concerts and recitals.

Euphemian Hall, constructed in 1914, is an attractive building in the colonial style. It is the home of the Euphemian Society and its sister organization, the Athenian Society.

Lesesne Auditorium, named for J.M. Lesesne, ninth president of Erskine College, was recently renovated and seats approximately 900 for convocations, lectures, plays and other events.

Moffatt Dining Hall, constructed in 1959 most recently renovated in 2019, was named in honor of the late Dr. James S. Moffatt and his wife, the late Jennie Grier Moffatt, whose family provided funds for major renovations. Dr. Moffatt was president of Erskine College from 1907 to 1921 and Mrs.

Moffatt was a longtime professor at Due West Woman's College and Erskine College. The Founders Room, seating more than 100 persons for special occasions, is included in the Moffatt Dining Hall.

Philomathean Hall, built in 1859, is the oldest building on the campus and is the home of the Philomathean and Philomelean Societies.

Watkins Student Center, dedicated in 1964, provides meeting rooms, guest rooms, lounges, and offices for student organizations. It also houses a small chapel, the campus shop and the Office of Student Services. In one wing are Snapper's, a snack bar with recreational facilities and a patio, and Java City, a coffee and smoothie bar added in 2003; in the other wing is Moffatt Dining Hall.

Athletic Facilities

Robert Stone Galloway Physical Activities Center, named for the late Robert Stone Galloway of Due West and completed in the fall of 1981, is a 65,000-square-foot building including classrooms and offices for the physical education and athletic departments; two gymnasiums for intramurals and recreation, including Belk Arena with the W.C. "Red" Myers Court with seating for intercollegiate play and convocational events; dressing rooms for sports and recreational play; handball courts, practice range, weight room, therapy room, and other facilities for recreational activity; visitors' dormitory, lounge, laundry; the Taylor Family Hospitality Room; and other facilities for the academic, recreational, physical education, and intercollegiate athletic programs of the college. It is located adjacent to Bell Sports Complex and Huggins Soccer Field, and across the street from the Swimming Pool, grouping Erskine's recreational and athletic facilities in one area.

M. Stanyarne Bell Sports Center, named for the late Rev. Mr. Bell, president of Erskine College from 1973 until his death in 1981, was completed in early 1992. It includes two new tennis courts, a tennis building, tennis bleachers, restroom and concession facilities, a new baseball press box, dugouts and backstop for baseball, and a sports management center. The complex also encompasses the Sloan Tennis Courts and Grier Baseball Field (see separate listing). The Court Fisher Tennis Building, Vardon Cox Center Courts, and Harry Stille Press Box are other named facilities included in the complex. They honor the late D. Courtland Fisher, Erskine graduate and administrator; H. Vardon Cox, Erskine graduate, tennis coach from 1969 to 2014, and Erskine's longest serving coach; and Dr. Harry C. Stille, professor of physical education at Erskine from 1957 to 1991 and baseball coach from 1959 to 1988.

Sloan Tennis Courts, a gift of Dr. and Mrs. E. D. Sloan Jr., provide six well-drained, fenced-in laycold courts. Lights were installed during the 1988-89 year for the Sloan Courts. Two additional courts, the Vardon Cox Center Courts, are located at the Bell Sports Center.

Robinson Terrace, an amphitheater located at the rear of Robinson Hall, furnishes a natural setting for programs and activities.

Grier Field contains a fenced-in baseball field and also provides a spacious field for intramurals. Other intramural fields are located behind Carnegie and Robinson residence halls, and behind the fence of the baseball field.

Claude Huggins Field for intercollegiate soccer matches is located adjacent to Grier Field. This fenced-in facility is named for the late Claude Huggins, a Donalds, S.C., businessman, who gave land for the field. The field is lighted for night play.

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The Frank W. and Viola P. Faires Media and Guest Center provides excellent support facilities for Huggins Soccer Field.

Ellenburg Pavilion, a roofed, concrete picnic area, includes a barbecue pit, fireplace, volleyball court, and sundeck. A gift in 1978 by Mr. and Mrs. M.L. Ellenburg of Easley, S.C., helped provide this facility.

The Winnie Morrison Phillips Pool Facility, named in honor of Winnie Morrison Phillips, Erskine graduate and former alumni director, operates under a joint-use agreement between Erskine and the Town of Due West.

A Softball Field, including dugouts for competing teams, is located behind Carnegie residence hall. The field is used for Erskine's intercollegiate play. The field is enclosed with a regulation distance outfield fence.

A.M. Tuck Intramural Field, honoring the late Mr. Tuck, a longtime member of the Erskine Boards of Trustees and Counselors, is a lighted intramural field located behind Grier Field.

Residential Facilities

Bonner Hall, a three-story residence hall, was opened in 1970. It was completely renovated and restored in 2001. It replaces the original Bonner Hall, the main building of the Woman's College, which was built in 1860 and destroyed by fire in 1964.

Carnegie Hall, a three-story residence hall for freshman women, built in 1907, was completely restored and renovated in 2002.

Edwards House serves as honors housing for women.

Grier Hall, built in 1956, is a modern building in the colonial style. It was completely renovated and restored in 2001.

Kennedy Hall, built in 1960, is a two-story residence hall. It was completely renovated and restored in 2003.

McQuiston Hall serves as honors housing for men.

Pressly Hall, built in 1959, is a modern building in the colonial style. It was completely restored and renovated in 2002.

Robinson Hall is a three-story residence hall constructed in 1922 and renovated in 1995. It was completely renovated and restored in 2003.

Apartments for upperclassmen are located on campus, providing a semi-independent living environment with one- and two-bedroom options.

The Villages, our newest campus housing for upperclassmen, will accommodate six students per townhome unit, offering both single and double occupancy rooms.

President's Home, built in 1938 and located on Main Street, has a spacious lawn for receptions.

Honor Code

We, the members of this academic community, Erskine College, stand for the search for truth, the fair and respectful treatment of others, and the recognition of honest originality in academic pursuits.

Since its founding in 1839, Erskine has upheld the code of honor within its motto, *Scientia cum moribus conjuncta*, as the moral cornerstone of the Erskine education, shaping individual character for service to God and others.

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Introducing Erskine

By entering the Erskine academic community, a new student or faculty member joins this long tradition, accepts and embraces the college's mission, its educational processes, and the policies which undergird them. Every individual has the responsibility to maintain the highest standards of personal honor and integrity in academic relationships, understanding that maintaining these standards will benefit the individual as well as the community. The Erskine community flourishes only when every member—students, faculty, staff, administration, and alumni—upholds the precepts embodied in this code, as adopted by the faculty and Student Government Association of Erskine College.

I. Dishonorable Conduct Undermining the Academic Community

- A. Lying—knowingly and willingly giving false information, written or oral
- B. Cheating—subverting the scholarly rules and expectations set by the professor
- C. Stealing—taking something that belongs to someone else
- D. Plagiarism—taking someone else's work and presenting it as one's own

II. Principles Supporting the Academic Community

- A. The academic community recognizes that the professor establishes the scholarly rules for the class, while recognizing that the details of rules may vary from course to course and discipline to discipline.
- B. The academic community recognizes that collaboration occurs in and out of class, but accepts that the professor has the right to establish limits to collaboration.
- C. The academic community acknowledges the use of computers and other technology for scholarly work and believes that the rules governing honorable conduct extend to, and should prevail in, the digital world.
- D. The academic community affirms that ignorance of the rules of academia is no excuse.

III. Responsibilities of the Students

- A. Students are responsible for their own behavior in light of standards set by their professors and to seek clarification when unsure of faculty expectations related to academic integrity.
- B. Students report suspected violations to the appropriate faculty members or to the Associate Dean for Academic Affairs.
- C. Students handle all suspected violations with confidentiality.
- D. Reporting students have the right to remain anonymous.

IV. Responsibilities of the Faculty

- A. Faculty members clearly communicate standards for behavior in regard to the Honor Code, including expectations related to computers and handheld devices.
- B. Faculty members convey limits to collaboration.
- C. Faculty members report all violations of the Honor Code to the Associate Dean for Academic Affairs.
- D. Faculty members handle all cases with confidentiality.

V. Violations and Procedures for Handling Them

- A. Violations are lying, cheating, stealing, and plagiarizing.
- B. Reports to the associate dean should be made as soon as possible after a violation occurs.
- C. The faculty member may attempt to deal with the matter if the student accepts responsibility or may refer the case to the dean. The associate dean can make a decision in the case or refer it to the Judicial Council.
- D. When Judicial Council handles a case, it follows the procedures stated in the *Pilot*.
- E. Procedures for handling violations allow for the possibility of sanctions which range from failing grades to suspension or expulsion.
- F. Procedures for handling violations include the possibility of appeal. If the case is handled by the faculty member, associate dean, or the Judicial Council, appeal is made to the College Committee on Discipline and Appeals. If the case is handled by the College Committee on Discipline and Appeals, appeal is made to the Presidential Appeals Committee.
- G. Students are presumed not to have violated the honor code until they admit responsibility or are found to be responsible.
- H. The determination of responsibility shall be made on the basis of whether it is more likely than not that the accused student violated the Honor Code.
- I. All formal and informal hearings should be conducted with the utmost confidentiality.

VI. Revising the Honor Code

The Administrative Dean or the Vice President for Student Success may become aware of concerns about the Honor Code from the faculty or the student body. Either administrator may request that an Honor Code Review Committee be appointed. This Committee should consist of three faculty members selected by the chair of the faculty and three students selected by the Student Government Association president. The Committee will appoint a chair from its membership. All revisions must be approved by the faculty and by the Student Government Association.

Admissions

The Office of Admissions accepts applications on a rolling basis. Students may apply for admission beginning Jan. 1 of junior year in high school. Decision notifications for complete applications will be mailed beginning July 1. Students should confirm their enrollment by the national candidates' reply date, May 1.

Freshman Admissions: Students entering Erskine College directly following graduation from high school are considered freshman applicants. The following information is required of all freshman applicants before the Admissions Committee can render a decision:

1. **A completed application.** There is a \$25 fee for all applications.
2. **A high school transcript** from all schools attended, through completion of junior year.
3. **Scores** on the Scholastic Aptitude Test (SAT), the American College Testing Program (ACT), or the Classical Learning Test (CLT).
4. **A Personal Statement** (located on the application).

Transfer Admissions: Students who enrolled in college courses after graduation from high school are considered transfer applicants. The following information is required of all transfer applicants before the Admissions Committee can render a decision:

1. A completed application. There is a \$25 fee for all applications.

2. Official transcripts from all colleges and universities attended. If fewer than 24 semester hours have been earned, the student must provide a high school transcript with SAT, ACT, or CLT scores.

3. A Personal Statement (located on the application).

International Students

1. Submitted application. There is a \$25 fee for all applications.

2. Submission of transcript. Must be translated into a U.S. 4.0 grading scale and go through IEE, WES, ECE., or other NACES approved member.

3. SAT Scores.

4. English Language Proficiency Test. English proficiency is required when a student's native language is not English. Recommended TOEFL score: 70 iBT (Internet-based test) or IELTS score: 6.0

Upon acceptance, students must submit an enrollment fee and Certificate of Finance. An I-20 will then be issued so that the student may obtain a visa. The student is responsible for any fees associated with acquiring the student visa.

Enrollment Fee

All admitted students are required to submit an enrollment fee to reserve their place in the incoming class. Enrollment fees will be accepted as long as there is available space in the incoming class. This enrollment fee is refundable for fall applicants unless otherwise specified, if requested in writing by May 1.

Preparation/Requirements

Applicants should have earned at least 14 units in college preparatory courses, including four courses in English, two in mathematics, two laboratory science courses, two social sciences, and at least four other units earned from these subject areas: history, science, Latin, modern foreign languages, advanced math and English. Preference is given to students with more than the minimum preparation.

Examination-Based Credits (AP, IB, CLEP, Proficiency)

Examination-based credits include credits earned through AP, IB, CLEP, or proficiency testing. These credits do not affect the student's grade point average. If a student receives a score of four (4) or higher on Advanced Placement (AP) tests, college credit will be awarded. If a student receives a score of five (5) or higher on a higher-level examination of the International Baccalaureate (IB) Program, college credit will be awarded. The college may grant credits based on the results of the College Level Examination Program (CLEP). Credit is awarded for subject examinations only; no credit is awarded for general examinations. Proficiency examinations may be requested through departmental chairs. These tests may be prepared locally or obtained from the Education Testing Service or other nationally

recognized testing agencies. A fee may be charged by the administering department for a proficiency exam. Questions regarding examination-based credits should be referred to the Institutional Registrar.

Credit In Escrow

Erskine allows high school students recommended by their principals and/or guidance counselors to take basic courses at the college. Area high school students may take basic courses on the Erskine campus for which there is no college prerequisite. College credit will be awarded in escrow to be applied at Erskine or transferred subject to the regulations of other institutions.

Transfer Work

Courses taken during high school may be considered for credit at Erskine College upon receipt of an official transcript of all college courses taken, submitted directly from the college(s) attended.

Transfer applicants will be considered for acceptance by the Admissions Committee upon presentation of satisfactory transcripts from accredited colleges and universities which grant A.A., A.S., or higher degrees. The high school transcript is required in some cases.

Credit is awarded toward an Erskine degree for courses which correspond to those offered by Erskine and on which grades earned were "C" or better. Courses which do not correspond to courses offered by Erskine may be accepted as free electives, up to a maximum of six semester hours of credit toward graduation requirements. The quality point ratio at Erskine is calculated only on courses attempted on campus. Students must be eligible to return to their former institutions before an Erskine acceptance is valid. A maximum of 64 semester hours may be accepted from an accredited two-year college.

Students who have completed a bachelor's degree at an accredited institution and wish to pursue a degree at Erskine College in a different major or major concentration shall have their coursework evaluated as a transfer student.

Summer Session

The Erskine College Summer Session consists of two six-week terms to aid current (college) students and high school graduates who wish to accelerate their program of study and to help meet the certification requirements of elementary and secondary school teachers.

A variety of courses is offered to accommodate freshmen entering college for the first time as well as returning students. Exact information about course and tuition charges for the summer session is published in the summer bulletin, available in the early spring. Financial aid is not normally available for the summer session.

Compliance with the Civil Rights Act

Erskine College welcomes applications from all students who meet its requirements and qualifications regardless of race, gender, color, or national origin. The college has filed with the Federal Government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964.

Compliance with the Buckley Amendment

Erskine College is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) which provides students the right to review their own educational records upon request. Erskine is prohibited from showing these records to unauthorized persons without the student's written consent.

Equity in Athletics Disclosure Act

In compliance with federal regulations, Erskine makes available a copy of the current Equity in Athletics Disclosure Report. This report is made available on Oct. 1 for the previous budget year. Interested parties should contact the Director of Athletics for a copy.

Student Records Policy

The permanent records of students at Erskine College shall consist of files in the Academic Office, the Business Office, and the Office of Student Services, and a placement folder. All information collected on students during attendance at the college shall be retained during the time of attendance at the college and for seven years thereafter. Students may examine their academic records by contacting the Academic Office to make an appointment. A staff person in the Academic Office will obtain the file and remain present while the student examines it.

After seven years the college will maintain only the following: 1. the application for admission; 2. the academic records, including a listing of courses attempted, credits, grades, quality points earned, notification of suspension or expulsion; 3. the transcript, which will list courses attempted, credits earned, grades, and quality points, date of graduation, degree awarded, and Latin citation, if any; and notification of expulsion; 4. the placement file; 5. the student financial account; 6. a statement of honors, awards, activities, elective offices, etc., if provided by the student. As a service to alumni, the Placement File is kept for 14 years. Because of the repayment period, Perkins Student Loan records will be maintained for 10 years.

Copies of the College Catalog, the *Pilot*, the *Arrow*, the *Mirror*, and the *Review* are considered a part of the permanent records of the college and will be maintained in McCain Library.

A complete policy on access to student records is on file in the Academic Office.

Graduate Admissions (Master of Science in Athletic Training)

To apply for the master's program, you must take the GRE and hold a bachelor's degree with a cumulative GPA of 3.0 or higher. You must also complete an application packet and meet the following prerequisites:

- 50 hours of observation under the direct supervision of a BOC certified athletic trainer or physician
- Completion of the following classes within the last seven years, earning a B- or higher:
 - *Biology with lab*
 - *Chemistry with lab*
 - *Physics with lab*
 - *General or Health-Related Psychology*
 - *Anatomy with lab*

- *Physiology with lab*
- *Exercise Physiology*
- *Biomechanics or related course with lab*
- *Nutrition*
- *Public Health or related course*
- *Statistics*
- Current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers
- Two letters of recommendation that address your ability to succeed in graduate school, one of which must be from a BOC certified athletic trainer or physician who has directly supervised you
- An interview, on-campus or via Skype, as required at the discretion of the MSAT admissions committee

Contact Us

The Office of Admissions is located on the main floor of Belk Hall. All correspondence should be addressed to Office of Admissions, P.O. Box 338, Erskine College, Due West, SC 29639. The email address is admissions@erskine.edu. The fax number is 864-379-3048.

The Cost of an Erskine Education (2020-21)

Resident Students	Fall Semester	Spring Semester	Academic Year
Tuition	\$17,217.50	\$17,217.50	\$34,435.00
*Board (all plans)	\$2,802.50	\$2,802.50	\$5,605.00
**Room	\$2,930.00	\$2,930.00	\$5,860.00
Medical Fee	\$132.50	\$132.50	\$265.00
Artist Series/Convo Fee	\$117.50	\$117.50	\$235.00
Athletic Fee	\$247.50	\$247.50	\$495.00
Computer Fee	\$165.00	\$165.00	\$330.00
Student Activity Fee	\$152.50	\$152.50	\$305.00
Student Center Fee	\$222.50	\$220.50	\$445.00
Total	\$23,987.50	\$23,987.50	\$47,975.00

*Students residing in residence halls are required to take board in the Dining Hall.

**Additional cost per semester for Single Room, \$825; Villages, \$800; Apartments, \$600; Honors Housing, \$400.

Day Students	Fall Semester	Spring Semester	Academic Year
Tuition	\$17,217.50	\$17,217.50	\$34,435.00
Medical Fee	\$132.50	\$132.50	\$265.00
Artist Series/Convo Fee	\$117.50	\$117.50	\$235.00
Athletic Fee	\$247.50	\$247.50	\$495.00
Computer Fee	\$165.00	\$165.00	\$330.00
Student Activity Fee	\$152.50	\$152.50	\$305.00
Student Center Fee	\$222.50	\$222.50	\$445.00
Total—Day Students	\$18,255.00	\$18,255.00	\$36,510.00

Graduate Tuition Per Credit Hour (for MSAT Program): \$525

Erskine offers two financial plans to assist you in paying the cost of tuition, room, board and other charges. Payments under these plans will be reduced by the amount of financial aid which has been granted.

Plan I (10-Month Tuition Installment)

We are pleased to announce that Erskine has selected Higher One to be its exclusive payment plan provider for the 2020-21 academic year. Higher One offers a flexible, interest-free tuition payment plan with a \$55.00 enrollment fee. Under this plan, you have the option of spreading the total cost of the year less anticipated financial aid over 10 equal payments beginning July 10. Check your e-bill for more information and to enroll in the plan.

Plan II (By Semester)

	Resident Students	Day Students
On or prior to:		
August 1, 2018	\$23,987.50	\$18,255.00
January 15, 2019	\$23,987.50	\$18,075.00
Total	\$47,975.00	\$36,510.00

Under this plan, payments are due on or prior to August 1 and January 15. Payments must be made in full when due to avoid a service charge of \$100 per semester.

Explanation of Required Fees

New Student Enrollment Fee. All new students attending Erskine College in the fall must pay a \$300 New Student Enrollment Fee. The New Student Enrollment Fee will be refundable until May 1. Refunds must be requested in writing and submitted to the Admissions Office by the postmark date of May 1. After May 1, all New Student Enrollment Fees are non-refundable.

New students enrolling in January (spring term) are required to pay a \$300 non-refundable New Student Enrollment Fee by December 1 or within two weeks after acceptance.

Students will not be allowed to register for classes or reserve a room in the residence hall until the Business Office has received the New Student Enrollment Fee.

Returning Student Deposit. All students returning to Erskine College must pay a \$300 non-refundable Returning Student Deposit by March 31, of which \$150 will be credited toward the fall bill. Students will not be allowed to register for classes or reserve a room in the dormitory until the Business Office has received the Returning Student Deposit.

Medical Fee. All full-time students are charged a \$265 per year medical fee in order that the best medical service may be available at all times. This fee covers ordinary medicine, nursing service, and regular services of the college physician.

Medicine by prescription will be paid for by the student. The college does not assume the expense of an additional consulting physician, special nurse, X-ray examinations, vaccine, surgical operations, or time of college physician while away at hospital with patient. When these are necessary, the expense is borne by the student.

Each student is asked to furnish a medical report on an examination by his/her family physician. The physical education program is determined in light of these reports. Veterans are exempted from this requirement.

While the student Medical Fee provides students with access to the campus infirmary services

through Due West Family Medicine, Erskine expects students to maintain independent, valid medical insurance coverage, usually secured under their parents' medical insurance policy. Students who do not have medical insurance are encouraged to obtain coverage to address any medical costs in the event of illness, an accident, or other medical situation. Students may visit the Erskine Human Resources Office in Belk Hall for guidance on companies who write student medical insurance policies.

Artist Series/Convo Fee. The College provides an excellent fine arts series for the cultural enrichment of the students.

Athletic Fee. Funds generated from the Athletic Fee are used to support intercollegiate athletics. Students are admitted free to all athletic events.

Computer Fee. This fee is used to cover the cost of campus computer labs, campus Wi-Fi, Wēpa printing credits, student use software, technology services, and Office 365.

Student Activities Fee. This fee is charged to all full-time students and covers a variety of benefits for the students. The Student Government Association, the Student Christian Association, the yearbook (the *Arrow*), and the newspaper (the *Mirror*) share in the proceeds from this fee.

Student Center Fee. This fee provides the funds to operate Watkins Student Center. The Center provides excellent recreational facilities, offices for student organizations, guest rooms, postal service, snack bar, student lounges, and a wide-screen color television. Students are encouraged to use this facility, which is provided for their pleasure.

The following special fees will be charged where applicable:

Student Teaching Fee (ED 422-426 and MU 425)	\$260
Single Room Fee (per semester).....	\$825
Graduation Fee (Senior year).....	\$150
Lab Fees:	
AR 105, 170, 270, 272, 370	\$130
AR 190, 195, 210, 225, 226, 227, 290, 295, 320, 365, 396.....	\$230
AT 216.....	\$55
BA 225, 226, 227, 365.....	\$230
BG 101, 110, 111.....	\$130
CH 101, 102, 104, 105, 108, 215, 217, 305, 323, 401, 402, 405.....	\$130
GL 101.....	\$130
IT 225, 226, 227.....	\$230
MU 070, 370.....	\$175
MU 470.....	\$230
PH 106, 110, 111, 120, 121, 220.....	\$130
PY 250, 310, 312, 320.....	\$130
Service Charge —per term*.....	\$100
Private Instruction (non-refundable):	
Organ, 1 lesson a week, per term*.....	\$325
Organ, 2 lessons a week, per term*.....	\$550
Piano, 1 lesson a week, per term*.....	\$325
Piano, 2 lessons a week, per term*.....	\$550

Voice, 1 lesson a week, per term*	\$325
Voice, 2 lessons a week, per term*	\$550
Instrumental, 1 lesson a week, per term*	\$325
Instrumental, 2 lessons a week, per term*	\$550

*Fall (includes Winter term) or Spring

Note: One (1) lesson = 30 minutes

Parking Fee (yearly).....	\$100
Laundry Fee (per semester)	\$50

Cost of Transcript. (current students and alumni).....\$10

Graduation Fee. A fee of \$150 is charged all students applying for a degree. This covers expenses of the diploma, the cap and gown, and other expenses related to graduation.

Regulations Regarding Payments

All college bills must be paid at the times specified or a service charge of \$250 per semester will be added to past due accounts. No student who has an unpaid balance on his account from the previous year will be allowed to matriculate for the new year.

The college reserves the right to request the withdrawal of a student at any time if the student's financial accounts have not been satisfactorily arranged. In the event of a withdrawal, there will be no refund of money previously paid.

Because economic conditions fluctuate, the college reserves the right to adjust tuition and other charges accordingly.

Registration will not be permitted for any student who has an outstanding financial obligation to the College.

Erskine College reserves the right to utilize outside agencies for collection of past due accounts. Student will be responsible for balance due plus any and all collection costs. By registering for classes, the student agrees that if he or she fails to pay any unpaid balance on his account, he or she will be personally responsible for, and agrees to pay, all costs of collection, including late payment fees, transcript hold fees, interest, additional fees of third-party collection agencies or attorneys (up to 40 percent of the principal, interest, and late charges accrued prior to referral to such agency or attorney), court costs, and/or any other charges necessary for the collection of this debt.

The student understands and agrees that, in order to service his or her account or collect any amounts owed, Erskine College, its employees, agents, and service providers may contact the student by telephone at any telephone number associated with his account, now or in the future, including wireless telephone numbers. Erskine College, its employees, agents, and service providers may also contact the student by sending text messages or emails, using any email address or telephone number the student provides. Methods of contact may include using pre-recorded/artificial voice

messages and/or use of an automatic dialing device, as applicable.

The student irrevocably consents to the jurisdiction of the state and federal courts located in the state of South Carolina in any lawsuit arising out of or concerning the enforcement of any obligations related to any unpaid balance and collection costs, including any lawsuit to collect amounts that the student may owe.

No degrees are conferred upon students who have not met all their financial obligations to the college, and no student may obtain a transcript or an honorable dismissal until all bills are paid, including timely payment of any loan fund notes.

Special students who enroll for eight semester hours or less will be charged \$1,275.00 per hour taken. Nine to 16 hours are considered a normal load during regular terms, and regular charges apply.

Students residing in residence halls are required to take board in the dining hall. Students with special dietary needs should contact the Office of Student Development as well as Aramark Food Services. Aramark will make reasonable changes to meals to accommodate specific dietary needs as outlined by a student's health care professional.

Students who wish to audit courses must have the approval of the Provost and Dean and the professors concerned. A student with a GPA of at least 2.8 on the previous term's work may audit one course without charge. The charge for auditing a course is one-half of the regular charge.

Applied music students are guaranteed a minimum of 12 or 24 lessons per term, depending on whether the student takes one or two one-half hour lessons per week. No deductions in fees can be made for absences from music lessons. Lessons missed by absence of the student are not rescheduled.

Private music lesson charges are non-refundable.

The college will not be responsible for any personal property of the students, nor does it carry insurance for that purpose.

Any student may have an automobile or motorcycle on campus. All vehicles used by resident students, commuter students, or off-campus students are required to have a permanent parking decal. There is an initial \$50 registration and parking fee and a \$100 yearly parking fee for each year thereafter.

All correspondence relating to financial matters should be directed to the Business Office of the college. All money orders, drafts, and checks should be made payable to Erskine College and no receipts will be mailed for payments. Checks will serve as receipts.

Billings are subject to adjustment according to changes in applicable fees, deposits, grants, and scholarships. Students are responsible for checking their e bills for adjusted balances.

A campus shop is maintained where textbooks and other supplies may be purchased. Students pay for books at the campus shop. They are not provided for in any fees.

Students participating in an approved off-campus study program may transfer eligible financial aid to be applied toward the student's cost of the study abroad program. If funds are wired to the study abroad university, the student will be responsible for any additional amount due as a result of exchange rate differences.

Refunds

If a student withdraws from the college, a refund of tuition will be made based on the following:

If a Student Withdraws:

Portion of Tuition Refunded:

First week	90 percent
Second week	75 percent
Third week	50 percent
Fourth week	25 percent
After fourth week	None

Financial Aid recalculates federal financial aid eligibility for students who withdraw from the institution prior to completing 60 percent of the term in accordance with the Federal Return of Funds regulations. (See Return of Federal, Institutional, and State Funds.) The recalculation is based on the percentage of earned aid for the semester. When federal aid is returned, the student may owe a balance to the College.

Money to be returned will be allocated in the following priority: FELP programs, Direct Loans, Perkins, Pell, SEOG, other Title IV programs, State programs, institutional funds and direct student payments.

Fees are not refundable. No refund will be made for room rent if the room is occupied for one day. Board refund will be determined on a pro rata basis for the time in attendance.

No refund for tuition, room or fees will be made to the student who is asked to withdraw for academic or disciplinary reasons. Medical withdrawals are reviewed on a case-by-case basis.

The Financial Aid Office

The Erskine College Financial Aid Office is committed to assisting students and their families in their efforts to obtain sufficient financial resources in making attendance at Erskine an academic and financial reality. There are many different sources of financial assistance available to qualified students. Financial aid awards are based on economic need, merit, scholastic achievement, and extracurricular activities. In order to establish an equitable basis for determining the family contribution, Erskine uses the Free Application for Federal Student Aid (FAFSA). By completing the FAFSA, a student applies for federal, state, and institutional need-based funds. Erskine College reserves the right to make revisions to a student's award package depending on the receipt of additional scholarships and/or information relating to need. The Erskine College Financial Aid Office awards aid to qualified applicants regardless of race, religious creed, place of national origin, ethnic group, or physical disability.

How to Apply for Financial Assistance

1. Apply for admission to Erskine College.
2. Complete and submit a Free Application for Federal Student Aid (FAFSA):
www.fafsa.ed.gov (School Code: 003432)
For early estimator: www.fafsa4caster.ed.gov
3. Secure your FSA ID from the US Department of Education using any of the following federal websites:
www.fafsa.gov
www.nsls.ed.gov
www.StudentLoans.gov
www.StudentAid.gov
For an Agreement to Serve: www.teach-ats.ed.gov

4. Apply for any state and/or local scholarships.
5. Investigate sources of assistance related to your major or career choice.

Financial aid award packages are issued only after a student has been accepted for admission to Erskine College.

All students must complete the FAFSA to be considered for Erskine College funds.

Eligibility for Federal and State Need-Based Assistance

Applicants for all federal and state need-based programs must meet the following criteria:

1. Students must be U.S. citizens or eligible non-citizens enrolled in a degree-seeking program.
2. Students must maintain *satisfactory academic progress to be eligible for financial assistance.
3. Students must not be in default on a student loan or obligated to pay a refund on a previous federal program.
4. Students must demonstrate financial need by filing the Free Application for Federal Student Aid (FAFSA).
5. Male students must be registered with Selective Service (if required).

Please be aware that many types of financial assistance can be awarded only to students who are classified as full-time. The federal definition of a full-time student requires 12 credit hours per semester.

Types of Assistance

Financial Aid packages usually consist of three types of aid: (A) scholarship/grant, (B) work study and (C) student, parent and alternative loans.

A. Scholarship/Grant

A scholarship/grant involves no repayment. This money is awarded by federal, state, local or college agencies.

South Carolina Scholarships and Grants

South Carolina Tuition Grant – A state-funded program designed to assist South Carolina residents who are accepted by or enrolled in independent colleges in the state of South Carolina. These grants are based on need and merit and are awarded on an annual basis. The maximum amount that a student at Erskine can receive from this program for the 2020-21 academic year is \$3,600. The FAFSA serves as the application for the South Carolina Tuition Grant. For renewal purposes, students must complete 24 cumulative hours per academic year. The FAFSA application deadline for SC Tuition Grant is June 30.

South Carolina HOPE Scholarship – A South Carolina state program awarded to incoming freshman students who graduate from a South Carolina high school with a 3.0 cumulative grade point average and who are not eligible for the South Carolina L.I.F.E. Scholarship or the Palmetto Fellows Scholarship. The amount of the HOPE Scholarship for the 2020-21 academic year is \$2,800. The HOPE is a freshman-only scholarship and is not renewable. If, at the end of the freshman year, a student has a cumulative grade point average of 3.0 or higher and has 30 cumulative credit hours or more, the student will be eligible to receive the L.I.F.E. Scholarship for the next academic year. In future academic years, in order to renew the L.I.F.E. Scholarship, students must meet L.I.F.E. Scholarship renewal requirements.

South Carolina L.I.F.E. (Legislative Incentives for Future Excellence) Scholarships – A state program created to assist South Carolina residents. Students must meet two (2) of the following three (3) criteria: (1) graduate from a South Carolina high school with a cumulative 3.0 GPA on a 4.0 scale; (2) score at least an 1100 on the SAT or 24 on the ACT; (3) graduate in the top 30% of their high school class. Students must be degree seeking and must be enrolled full-time (12 credit

hours per semester). For renewal purposes, student must maintain a 3.0 cumulative grade point average and complete 30 cumulative credit hours per academic year. The amount of the L.I.F.E. Scholarship for the 2020-21 academic year is \$5,000.

South Carolina Palmetto Fellows Scholarships – A state program created to assist South Carolina residents. Students must meet the following criteria: a 3.5 GPA, 1200 SAT or 27 ACT, and rank in the top 6% of the class. Students are also eligible if they have a 1400 combined SAT score and a high school grade point average of 4.0 or higher. Eligible candidates must apply through their high school guidance office in the fall of their senior year. Students must be degree seeking and must enroll full-time (12 credit hours per semester). For renewal purposes students must maintain a 3.0 GPA and complete 30 credit hours per academic year. The amount of the Palmetto Fellows Scholarship for the 2020-21 academic year is \$6,700 for freshmen and \$7,500 for sophomores, juniors, and seniors.

Enhanced LIFE Scholarship, Palmetto Fellows Scholarship

The South Carolina General Assembly has passed legislation that enhances the value of LIFE and Palmetto Fellows awards for students majoring in math and science disciplines.

Basic eligibility requirements for the enhanced awards are:

Palmetto Fellows Enhancement – in addition to the base [Palmetto Fellows requirements](#):

Recipients with at least 30 hours, and who, **as freshmen, earned 14 hours of approved math or science and who are math or science majors** will receive an additional amount of up to \$2,500 for a maximum of \$10,000. Freshmen are not eligible for the Palmetto Fellows Enhancement.

LIFE Scholarship Enhancement– in addition to the base [LIFE Scholarship requirements](#):

Recipients with over 30 hours, and who, **as freshmen, earned 14 hours of approved math or science and who are math or science majors** will receive an additional amount of up to \$2,500 for a maximum of \$7,500. Freshmen are not eligible for the LIFE Scholarship enhancement.

NOTE: In addition to defining eligible majors, individual courses must be identified that meet the 14 hours of math or science during the freshman year requirement. Please note that current interpretation of the new legislation precludes students from ever becoming eligible for the enhancements if the 14-hour requirement is not met by the end of freshman year. AP credits and dual enrollment courses (college credit courses taken while still in high school) can satisfy the 14-hour rule.

Erskine approved courses to meet the 14 hours of math or science during the freshman year requirement:

Biology 110, 111, 200, 201, 202, 204, 206, 207, 209, 210, 211, 214, 215, 220, 222

Chemistry 101, 102, 214, 215, 216, 217

Information Technology 170

Mathematics 107, 141, 142, 205

Physics 110, 111, 120, 121

Erskine-approved majors for Palmetto Fellows and Life Scholarship Enhancements:
Biology, Chemistry, Mathematics

Federal Financial Aid Programs

Federal Pell Grant – A federal program that can provide up to \$6,345 for the 2020-21 academic year for students who qualify. The FAFSA serves as the application for this program.

Federal Supplemental Educational Opportunity Grant - SEOG – A federal program that provides grants ranging from \$200 to \$4,000 per year. Students eligible for this grant must be Pell Grant recipients. The FAFSA serves as the application for this program with priority given to FAFSA applications received by March 1.

Erskine College Institutional Grants and Scholarships

Academic Scholarships

In order to renew an Academic Scholarship, students must maintain the required cumulative grade point average (GPA).

Presidential Full Scholarship recipients are required to maintain a 3.0 GPA and complete 30 hours per academic year in order to renew the scholarship. Cumulative hours and GPA must be earned at Erskine College. Students receiving Presidential Full Scholarships cannot receive other Erskine College institutional aid, including Erskine College athletic scholarships. This does not exclude students from receiving other aid from federal, state, local, and/or other assistance from outside resources. If you fail to meet the qualifications to renew the scholarship, you cannot regain the Presidential Scholarship. Losing the Presidential Scholarship will result in a reduction of your financial aid. This scholarship covers tuition, required fees, and room and board minus any state, federal, and outside scholarships or grants.

Solomon and Wylie Award recipients are required to maintain a 3.0 grade point average (GPA) and complete 30 hours each academic year (fall, spring, and summer) in order to renew the scholarship. Cumulative hours and GPA must be earned at Erskine College. The Solomon scholarship covers up to 16 credit hours per semester, which is considered a full academic load. If an overload is taken in any given semester, you will be responsible for the extra cost of those courses. If you fail to meet the qualifications to renew the scholarship, you cannot regain the Solomon or Wylie Scholarship. Losing the Solomon or Wylie Scholarship will result in a reduction of your financial aid.

Dean, Honors, Erskine, Towers, Garnet, or Gold Scholarship recipients must maintain *satisfactory academic progress (see p. 32) and must earn a GPA that meets the requirements for continuing enrollment and graduation and complete 24 cumulative hours per academic year. Students receiving Dean, Honors, Erskine, Towers, Garnet, or Gold Scholarships may receive additional Erskine College funds, including athletics, music and drama with limitations.

Erskine College Scholarships- Students can only receive up to \$3,000 in any combination of special scholarship funds which include Member of ARP Church, ARP Church Matching, and Child of Erskine Alumni. For example, for students receiving Member of ARP Church and ARP Matching Grants, the combination of the two cannot exceed \$3,000 in Erskine funds; a separate application for each must be filled out yearly and returned to the Financial Aid Office by the May 1 application deadline.

NOTE: Some scholarships may not be stackable. If you have questions, contact the Financial Aid Office.

Athletic and Other Scholarships

Men's athletic scholarships are offered in baseball, basketball, cross country, football, golf, soccer, tennis, track and field, and volleyball. Coaches recommend recipients of athletic scholarships.

Women's athletic scholarships are offered in acrobatics and tumbling, basketball, beach volleyball, cross country, golf, lacrosse, soccer, softball, tennis, track and field, and volleyball. Coaches recommend recipients of athletic scholarships.

Drama/Music Scholarships are offered in drama, piano, voice, organ and wind instruments. Each spring auditions are held by the fine arts faculty to select scholarship recipients.

Erskine College Institutional Grant Programs – Through the generosity of alumni and friends of the college, funds have been made available for those who need financial assistance. The student's academic ability and financial need determine the amount.

Outside Scholarships/Grants – Churches, high schools, banks and civic organizations often offer scholarships to students. Check with your local Chamber of Commerce for scholarship information. For more information on outside scholarships check out the Erskine financial aid Web site: www.erskine.edu/financialaid

NOTE: If students receive outside scholarships, Erskine institutional funds may be adjusted (reduced) dependent upon eligibility or need for financial aid. Erskine College reserves the right to withdraw any type of financial aid award from students who, at the close of any semester, have not made *satisfactory academic progress, or who, for other reasons, do not meet the standards of Erskine College, or who have reached the cost of attendance of the college. All federal and state assistance recipients are required to meet Erskine's *satisfactory academic progress requirements. Students who change housing plans from on campus to off campus may have a reduction of scholarships. Please contact the Financial Aid Office if you are considering moving off campus.

B. Work-Study Scholarships

Federal College Work-Study Scholarships are awarded to students with financial need. Work-Study is designed not to interfere with a student's class schedule. The FAFSA must be completed and filed to

determine eligibility for work-study. Erskine also offers its own work program, which helps students defray the costs of college and provides the college with needed services and/or special assistance.

NOTE: Work-Study funds are not credited to the student's account. Students are paid for work-study on a monthly basis after the online time card is approved by their supervisor. Students can earn up to the amount listed on the financial aid award letter. It is the students' responsibility to make sure they do not work over their awarded amount. Time worked over the awarded amount will not be paid.

C. Loans

All programs in this category are loans that must be repaid and the interest charged varies with the different programs.

Federal Direct Loans

Federal Direct Loans are long-term low-interest loans to help pay expenses related to attending college. Subsidized Direct Loans are based on financial need. The federal government pays the interest on these loans while the student is in college. Unsubsidized Direct loans are not based on financial need. These loans are designed for students who do not qualify for a subsidized loan and the interest on these loans are the responsibility of the borrower. The interest rate is variable and will never exceed 8.25%. To receive Federal Direct Loans, students must be enrolled in college on at least a half-time basis. Students must complete the Master Promissory Note and Entrance Counseling online through the Direct Loan Program (www.studentloans.gov). Repayment begins six months after a student graduates, ceases to be enrolled at least half-time or withdraws from college.

Loan Amounts:

Freshmen up to \$5,500	(No more than \$3,500 may be subsidized)
Sophomores up to \$6,500	(No more than \$4,500 may be subsidized)
Juniors up to \$7,500	(No more than \$5,500 may be subsidized)
Seniors up to \$7,500	(No more than \$5,500 may be subsidized)

Aggregate Direct Loan Limit for dependent undergraduate students is \$31,000 (no more than \$23,000 may be subsidized).

Students apply for their loans at www.studentloans.gov. In order to receive the Federal Direct loan students are required to fill out the FAFSA as well as an entrance counseling exam and a master promissory note through the Direct Loan Program (www.studentloans.gov). If a student wants to cancel a loan he or she must submit a request in writing to the Financial Aid office.

Federal PLUS Loan (Parent Loan for Undergraduate Students)

Federal PLUS loans are long-term low interest loans available to parents of dependent students who are enrolled in college on at least a half-time basis. Eligibility is based on creditworthiness. The interest rate is variable, not to exceed 9%. Repayment of the PLUS loan begins 60 days after the first disbursement. To receive a Federal Plus Loan, parents must apply and complete the Master Promissory Note at www.studentloans.gov.

Loan Amounts: Parents may borrow up to the cost of education minus other financial aid.

Private Loans

Private loans help bridge the gap between the cost of education and the limited amount of financial aid available through federal programs.

Private loans are long-term low-interest loans available to students who are enrolled in college on at least a half-time basis. Eligibility is based on creditworthiness and requires a cosigner. The interest rate is variable. Repayment of most Private Loans begins six months after a student graduates, withdraws or drops below half-time status. Students may apply for a Private Loan through any lender of their choice.

For more information, go to www.erskine.edu/student/financial-aid (Click on Forms, see Loan Information Sheet, p. 3.)

Loan Amounts: Students may borrow up to the cost of education minus other financial aid.

South Carolina Teachers Loan

Entering freshmen must have been ranked in the top 40% of their high school graduating class and have a score on the SAT or ACT equal to or greater than the S.C. average for the year of graduation. Currently these scores are: SAT (two parts) 1021 and ACT 18. Students must be U.S. citizens, residents of South Carolina, enrolled in and making satisfactory academic progress at an accredited institution on at least a half-time basis, must be enrolled in a program of teacher education, or have expressed an intent to enroll in such a program. Enrolled undergraduate students, including enrolled freshmen (second term of freshman year) must have a cumulative grade point average of at least 2.75 on a 4.0 scale and must have taken and passed the Praxis Core (or Praxis I prior to July 1, 2014). Students who took the SAT on or after March 5, 2016, earning a total score of 1100 or greater (1650 for three-part exams taken March 1, 2005-March 4, 2016) or an ACT score of 22 or greater are exempt from the Praxis requirement. Other Praxis exemptions may apply. Check with your college's Education Department.

Loan Amounts:

Freshmen- up to **\$2,500**

Sophomores- up to **\$2,500**

Juniors- up to **\$7,500**

Seniors- up to **\$7,500**

Forgiveness of loan: The loan is forgiven at the rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. If you teach in both a critical subject and geographic area simultaneously, the rate of forgiveness increases to 33 1/3 % or \$5,000, whichever is greater, for each year of full-time teaching. The subject areas deemed critical at the time you apply will be honored for forgiveness when you begin teaching; critical geographic areas must be deemed critical at the time of your employment. Failure to teach in an area of critical need will require repayment of the full amount borrowed plus accrued interest. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2%, not to exceed 8.25%.

NOTE: Priority deadline for applying is April 30.

Financial Aid Regulations

Erskine College reserves the right to make revisions to a student's award letter at any time upon receipt of additional scholarship/grant funds and/or information relating to need. Erskine College reserves the

right to change institutional grants, scholarships, and awards with specific endowment funds as needed.

Erskine College reserves the right to withdraw any type of financial award from students who, at the close of any semester, have not made SAP (satisfactory academic progress), or who, for other reasons, do not meet standards of the College. All federal aid recipients are required to meet Erskine's SAP (satisfactory academic progress) requirements which are listed under Academic Probation and Automatic Suspension. Students may receive Erskine institutional financial assistance for a total of four years or eight semesters.

Students must be enrolled full-time, 12 hours or more, to receive institutional funds, federal funds, and all state funds (Pell Grant is an exception).

Students may not receive financial aid funds in excess of tuition, fees, room, and board, regardless of the source(s) of financial assistance. Erskine College reserves the right to withdraw any type of financial aid award from students whose total award has reached the cost of attendance at the college.

Transfer Students

Transfer students are eligible for a limited amount of financial aid. Transfer students may receive financial aid based on their academic status upon entering Erskine College, as determined by the registrar, as follows.

- A transfer student who has freshman status is eligible for 4 years or 8 semesters of financial aid.
- A transfer student who has sophomore status is eligible for 3 years or 6 semesters of financial aid.
- A transfer student who has junior status is eligible for 2 years or 4 semesters of financial aid.
- A transfer student who has senior status is eligible for one year or two semesters of financial aid.

Return of Federal, Institutional, and State Funds

Return of Title IV Funds Federal Policy – The Return of Title IV Funds policy assumes that a student earns his or her federal aid based on the period of time he or she remains enrolled. During the first 60% period, a student “earns” Title IV funds in direct proportion to the length of time he or she remains enrolled. Unearned Title IV aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the formula. Unearned Title IV funds must be returned to the Department of Education according to the Return of Title IV funds policy. A student who remains enrolled beyond the 60% point earns all aid for the period. No Federal Title IV aid will be returned when a student remains enrolled beyond the 60% period. An example of the federal refund calculation is available upon request.

NOTE: When federal aid is returned the student may owe a balance to the College.

Institutional Funds Refund Policy – The Financial Aid Office follows the Federal policy for the return of institutional funds. The Institutional Policy assumes that a student also earns his or her institutional aid based on the period of time he or she remains enrolled. For example, if a student withdraws from school at the 30% point, the student would have earned 30% of his or her institutional financial aid for the period. Therefore, the student would have unearned institutional aid of 70% and that 70% would be returned to the scholarship and financial aid budget. A student who remains enrolled beyond the 60% point earns all aid for the period.

South Carolina State Funds Refund Policy – No South Carolina State funds will be refunded if the student is enrolled for one day.

Policy for Tuition Refunds – If a student withdraws from the College a refund of tuition will be made based on the following:

If Student Withdraws:	Portion of Tuition Refunded:
First week	90%
Second week	75%
Third week	50%
Fourth week	25%
After fourth week	None

Money to be returned will be allocated in the following priority: Federal Loan Programs, Pell Grant, Supplemental Grant, other Title IV programs, State programs, institutional funds and direct student payments.

No fees are refundable regardless of the cause of withdrawal. No refund will be made for room rent if the room is occupied for one day.

Board refund will be determined on a pro rata basis for the time in attendance.

No refund for tuition, room and fees will be made to the student who is asked to withdraw for academic or disciplinary reasons.

Refunds may be requested for meals missed as a result of off-campus internships, winter term, and other extended time periods. A refund request form may be obtained in the Business Office and must be returned by the stated deadline to qualify for a refund. Any refund will be at the rate allowed by ARAMARK Campus Dining Services. Short-term field trips, etc., will not qualify for refund. No refund of room rent will be made.

Academic Requirements for Maintaining Financial Aid

The Financial Aid Office will use the following as a basis for the renewal of all academic Erskine College financial assistance: the Presidential Full Scholarship requires a 3.0 GPA for renewal; Solomon and Wylie Scholarships require a 3.0 cumulative GPA for renewal; Erskine, Towers, Garnet, Gold, and Special Achievement Scholarships must maintain satisfactory academic progress* and must earn a GPA that meets the requirements for continuing enrollment and graduation and complete 24 cumulative hours per academic year.

Students must maintain the cumulative grade point average listed below within the cumulative hours attempted in order to renew any Erskine College financial aid for the upcoming academic year. This includes but is not limited to: Trustee, Erskine, Towers, Honors, Garnet, Gold, Erskine Grant, Faculty/Staff Tuition Remission, Erskine Work, Endowed Scholarships/Grants, Child of Alumni, Member of ARP Church, RYLA, Erskine Fellow, Boys' State and Girls' State, Achiever, Athletics, etc.

Required Cumulative GPA to renew Erskine financial aid:

<u>Hours Attempted</u>	<u>GPA Required</u>
0-32	1.70 GPA
33-64	1.80 GPA
65-93	1.90 GPA
94 and above	2.00 GPA

The following chart lists minimum cumulative GPA requirements and minimum completed hour requirements per academic year to maintain South Carolina state and federal financial aid.

<u>State Aid</u>	<u>Hours Completed</u>	<u>GPA</u>
Palmetto Fellows Scholarship	30	3.0
LIFE Scholarship	30	3.0
SC Tuition Grant	24	SAP*

<u>Federal Aid</u>	<u>Hours Completed</u>	<u>GPA</u>
Work Study	SAP*	SAP*
SEOG	SAP*	SAP*
Pell Grant	At least 6	SAP*
Stafford Loan	At least 6	SAP*

*SAP - Satisfactory Academic Progress

The Erskine College Satisfactory Academic Progress Policy evaluates both the quality (grade point ratio) and quantity (credit hours completed) of a student's academic work. Students must earn a GPA that meets the requirements for continuing enrollment and graduation.

NOTE: Students must maintain satisfactory academic progress to receive any type of financial assistance.

Satisfactory academic progress levels are established as of the last day to register or to add classes. Satisfactory academic progress is evaluated at the end of the spring semester, and the determination of satisfactory or unsatisfactory status is applicable to the succeeding academic year. The student must have completed:

- 24 hours during the academic year if he or she was enrolled both semesters full time (12 or more hours) as of the last day to register;
- 9 hours for any semester in which he or she was enrolled three-quarter time (9-11 hours) as of the last day to register; and
- 6 hours for any semester in which he or she was enrolled half time (6-8 hours) as of the last day to register.

NOTE: Part-time students must complete 80% of the credits for which they are assigned.

Satisfactory Academic Progress Appeals

After termination/denial of financial aid, a student may appeal. Appeals for financial aid will be considered only when the following conditions have been met:

- Sufficient credit hours are earned and
- GPA meets the required level for continuing enrollment or
- It is established through the financial aid appeals process that the student encountered some type of extenuating circumstance during the semester in question that hindered academic performance (e.g., prolonged hospitalization, death in the family, etc.).

Students wishing to appeal must submit a letter to the Financial Aid Office by July 1st stating their reasons for failing to meet the satisfactory progress requirement and whether or not they have solved their difficulties.

Students who make unsatisfactory academic progress have the opportunity to earn credits to meet the minimum requirements during summer school. However, because summer grades are not always

available in time for an appeal to be reviewed, students must pay out-of-pocket for fall semester.

Students will be reimbursed if their appeals are granted. Students who are deficient in hours may take transferable courses at other institutions; however, students who need to improve their GPA must take their course work at Erskine College.

NOTE: Withdrawing from classes may not hurt a student's GPA; however, it can hurt a student's satisfactory academic progress if sufficient hours are not completed.

Study Abroad Programs

Erskine Approved Study Abroad programs include:

University of St. Andrews at St. Andrews in Scotland

The American Institute for Foreign Study Program at the Aix-en-Provence in France

The Tandem Escuela Internacional in Madrid, Spain

The Universidad Veracruzana in Jalapa, Mexico

OSAP Program at Oxford University in England

Universidad de Alicante in Alicante, Spain

Students studying abroad must make an appointment with the Director of Financial Aid at least three months prior to departure. To determine whether or not a student can use Erskine College institutional financial aid, state aid, or federal aid, students must provide the following:

1. A letter or memo from the Dean of the College indicating student has been selected to study at an approved Study Abroad Program.
2. Dates of student's study abroad program.
3. Total cost of attendance for your trip which includes: tuition, fees, room and board, books and supplies, roundtrip airfare, local transportation, additional estimated expenses.
4. Name, phone and e-mail address of a contact person at the study abroad institution.

NOTE: Any deposits charged by the program or any upfront costs (housing deposit, fee to reserve a place in a class, airfare, visa, etc.) are the responsibility of the student. Financial Aid cannot exceed the cost of tuition room board and fees for the Study Abroad Program.

For questions concerning financial aid for study abroad programs, contact the Financial Aid Office at 864-379-8832.

Endowed Scholarship Funds

Erskine Presidential Scholarships –Up to three full merit scholarships are offered to members of each entering class at Erskine College. Renewable for four years, the scholarships are based solely on merit. They cover tuition, room, board and fees, minus any state, federal and outside scholarships or grants. Scholars will be selected for their outstanding academic performance in high school; Christian commitment; intellectual curiosity; potential for success at Erskine; school, church and community involvement; leadership skills; and creativity. The application deadline is September 15.

The Erskine College Presidential Scholarship is the most prestigious undergraduate scholarship offered at Erskine College. The scholarship is in recognition of the 15 individuals who have served as president of Erskine College, beginning in 1839 with Dr. E.E. Pressly, to the current president. The Presidential Scholarship is renewable for a total of four years of study, requires an Erskine GPA of 3.0, and is dependent on the recipient's upholding of the ideals and standards of Erskine College. The Presidential Scholarship Committee extends invitations to select candidates to interview for the scholarships. Interviews are held in early October. Candidates will be notified by September 30 if selected to compete.

Synod Academic Scholarships – The General Synod of the Associate Reformed Presbyterian Church offers incoming freshmen scholarships for four years on the condition that recipients maintain a good record is maintained by recipients.

Recipients must be members of the Associate Reformed Presbyterian Church and meet strong requirements in scholastic work, character, personality, and promise of leadership.

Board of Trustees Academic Scholarships – These scholarships are renewable for four years. Recipients are selected on the basis of past academic accomplishments.

Alumni Academic Scholarships – These scholarships are available to children of alumni.

The Janet Alexander Scholarship Fund – The Student Christian Association offers a scholarship for a foreign student in honor of the late Dr. Janet Alexander, former missionary to Pakistan. A contribution from the S.C.A. is matched by the College for a substantial scholarship each year.

Associate Reformed Presbyterian Church Member of ARP Church Grants* – For Associate Reformed Presbyterian students entering Erskine as freshmen, grants of up to \$1,500 are available. To be eligible, students must be enrolled full time and members of an Associate Reformed Presbyterian Church and endorsed by the session of the church. Endorsement forms may be obtained from any ARP Church or from the Erskine Financial Aid Office or online. The application deadline is May 1.

Associate Reformed Presbyterian Church Matching Grant* – Erskine will match each dollar an ARP Church donates for a student up to \$1,500. The grant is renewable as long as the student is making satisfactory progress and the church maintains support. Limitations may apply. The application deadline is September 1.

Associate Reformed Presbyterian Church Programs* – A number of Associate Reformed Presbyterian Churches provide scholarships to Erskine for members of their congregations. The Greenwood, S.C., ARP Church provides \$1,000 per year for scholarships of up to \$500 per year for members. The scholarships are named The S. A. Tinkler Scholarships in memory of Dr. S. A. Tinkler, beloved minister of the congregation. The Doraville, Ga., ARP church provides Younts Memorial Scholarships in memory of Dr. C. R. Younts, distinguished member of the congregation and Erskine benefactor. The Young Memorial ARP Church, Anderson, S.C., has established a fund to provide scholarships to members. The First Presbyterian Church (ARP Synod) in Columbia, S.C., the Women of Centennial Church, Columbia S.C., Boyce Memorial ARP Church, Kings Mountain, N.C., First Presbyterian Church (ARP Synod), Lake Wales, Fla., and a number of other churches have or are establishing programs. First ARP Church of Statesville, N.C., has established a program in the Erskine Endowment. Contact individual churches for information.

Child of Alumni Grant* – Children of alumni may qualify for up to \$1,000 scholarships renewable for four years. Limitations may apply.

Associate Reformed Presbyterian Church Student Scholarship Program – Funded annually by anonymous friends of the college, this program provides scholarships for members of the Associate Reformed Presbyterian denomination having their membership in a church in either York County, S.C., or Cleveland County, N.C. The College Scholarship Committee will select recipients on the basis of high moral character and promise of future usefulness to society. The scholarships are renewable provided recipients maintain the high standards associated with the award.

Mark Childers Memorial Scholarship – This scholarship is given annually to the member of Alpha Psi Omega drama fraternity who has contributed the most to Erskine theatre in the area of technical support. The scholarship is given in memory of Mark Childers, a student active in Erskine theatre before his death in 1977.

Milliken Scholarships – Milliken and Company, Inc. offers scholarships to students whose parents are employees of a Milliken and Company, Inc. plant. For information concerning the scholarship the student is to contact the Milliken and Company, Inc. plant where his/her parent is an employee.

The Charles W. Pearson Scholarship – Established in honor of Charles W. Pearson. Recipients selected on the basis of financial need.

Rotary/Erskine Partnership Scholarship – In recognition of the close ties between Erskine College and Abbeville County, the Abbeville County Rotary Club and Erskine College each contribute \$500 annually to provide a \$1,000 scholarship to an Abbeville County resident who would not otherwise be able to attend a four-year college. The recipient may be either a first- year or upperclass student. The scholarship is renewable for up to four years, depending upon student attainment and continuing need.

D. L. Scurry Scholarships – The D. L. Scurry Foundation, Greenville, S.C., makes two or more scholarships available for South Carolina students demonstrating financial need.

The Algernon Sydney Sullivan Scholarships – Through the New York Southern Society, the Algernon Sydney Sullivan Foundation makes annual grants to Erskine making possible the awarding of a number of scholarships to both men and women. The grants are based primarily upon need.

Endowed Scholarships

Mary Clinkscales Abrams Scholarship – Established by Mr. and Mrs. Lawson Abrams of Hyattsville, Md., in memory of Mr. Abrams' mother. Income from this fund provides a scholarship in the fine arts.

Coach Gene Alexander Scholarship – Through gifts from the family and friends of Gene Alexander, football, basketball, and baseball coach at Erskine College from 1947-58 and basketball coach in 1983-84, a scholarship program has been established in the Endowment Fund. Income from The Coach Gene Alexander Scholarship Fund provides a scholarship to a student participating on the men's or women's intercollegiate basketball team at Erskine. Recipients shall be at least sophomores, be of high moral character, and indicate the qualities of exceptional leadership best exemplifying the outstanding qualities of a true student-athlete while showing a high degree of proficiency in their sports.

Andrus Scholarship – Established by Dr. H. Dewey DeWitt and his children in memory of Mr. and Mrs. C. George Andrus and their daughter, Helen Andrus DeWitt, this fund honors the memory of three members of the Andrus family who maintained a continuing interest in and support of Erskine College. Students receiving this scholarship shall be sophomores, juniors and seniors who in the opinion of the College Scholarship Committee have demonstrated exceptional merit and financial need. The scholarship is renewable for recipients making satisfactory progress towards a degree and maintaining the high standards originally associated with the scholarship.

W.A. Anthony Voice Scholarship – Recipients shall have an interest in music with an emphasis in voice, preferably with some experience in church choirs; must be a member of an ARP church; be of good character and have financial need.

The Bank of America Scholarship – Established by a generous gift from Bank of America, this annual award is presented with the desire to provide private higher education to minority students.

Harry E. and Beatrice G. Barkley Scholarship – Established by Mrs. Harriet B. Oglesbee in memory of her parents, Harry E. and Beatrice Gainey Barkley, and her late husband Dr. Tom W. Oglesbee, Jr. Recipients are to be full-time undergraduates who display good citizenship and act in a manner that enhances the college's program. Preference will be given to education majors; students participating in extracurricular activities in school, community, church or other service-oriented activities shall be deemed "well-rounded" and therefore eligible recipients. When all considerations are reviewed, a need-based recipient is preferred to a merit-based recipient.

Felix Karl Bauer Scholarship – Established by Dr. and Mrs. Robert B. Cunningham of Knoxville, Tenn., to honor the illustrious teaching career of Felix K. Bauer, professor emeritus of art and music, as well as his talents as a musician and artist. Recipients of the Bauer Scholarship shall be regularly enrolled Erskine College students pursuing a course of study leading to a degree who show proficiency in the area of music and art while exhibiting the qualities of outstanding character associated with Professor Bauer and his wife, Martha Bauer, R.N., a county leader in the field of public and school health.

Belk-Simpson College Scholarship Fund – Preference will be given to students from Greenville County and those counties surrounding Greenville.

The Bell Family Scholarship – Mr. Elmer R. and Mrs. Louise Bell Baker of Whitmire, S.C., have established the Bell Family Scholarship Fund in the Erskine Endowment Fund to provide scholarships in honor of the distinguished Bell Family of Due West, S.C. Income from this fund will provide scholarships to students of high moral character showing promise of future usefulness to society and need for financial assistance. Preference will be given to students showing proficiency in the fields of science and music. The program pays special tribute to the late John Harkness Bell, M.D., Erskine alumnus and physician who purchased the historic Lindsay-Bell home in Due West; William Condee Bell, Erskine graduate, scholar and teacher; Jesse Rutledge Bell, M.D., Erskine graduate and beloved Abbeville County and Erskine physician; and Miss Lola Bell, beloved Erskine graduate and Due West church and civic leader, who housed Erskine students for 60 years and donated her family home to Erskine College.

M. Stanyarne Bell Memorial Scholarship – Established to honor and perpetuate the memory of the Rev. Mr. Bell, who served as president of Erskine from 1973 until his untimely death in 1981. This fund provides scholarships for juniors and seniors at Erskine. Recipients are students who have demonstrated merit and a need for financial assistance and who show promise of developing those skills necessary to understand the importance of a positive self-image and interpersonal relationships. The fund was established by Mrs. M. Stanyarne Bell and the Erskine Board of Trustees from memorial gifts honoring the late President Bell.

James M. Bigham Memorial Scholarship Fund – Awarded to deserving students based on need.

Joseph Tribble and Katherine Beeks Black Scholarship Program – Encourages energetic, motivated, determined, bright students by providing an opportunity for a life changing educational and character building experience.

Nola Peters Blanton Scholarship – Established in honor of Mrs. Nola Peters Blanton by her husband, Mr. Wiley Blanton. The recipient selected should possess a high moral character and Christian faith, show promise of future usefulness to society, and be academically well qualified. Student must show financial need.

Blythe Family Leadership Award – Established by members and friends of the Blythe Family of Mecklenburg, N.C., to honor the service of this family to Mecklenburg County, the Associate Reformed Presbyterian Church, and Erskine College. Income from the fund will annually provide scholarships for rising seniors demonstrating leadership, academic proficiency, and campus Christian commitment. Preference is given to out-of-state students with first priority for students from North Carolina. The fund was proposed by the late Albert C. Blythe, Jr., Waycross, Ga., in memory of the Blythe family of Huntersville, N.C.

Bolt-Squires Scholarship Fund – Established by Mr. and Mrs. William H. Squires and William H. Squires, Jr., Herndon, Va., and Cornelia Squires Decker in memory of Cornelia Bolt Squires and also as a tribute to her parents, Mr. Harold Tracy Bolt and Mrs. Laura Clinkscapes Bolt. Scholarships are awarded based on merit and are awarded to a business major with high academic achievement coupled with active extra-curricular or community involvement.

James N. Bonner Scholarship – Established by Mrs. James N. Bonner, widow of the late Dr. Bonner, and friends of the former Erskine professor, this scholarship memorializes a man who served as professor of chemistry and physics and registrar of Erskine College for 30 years. Students selected for the James N. Bonner Scholarship must be of good moral character and involved in extracurricular activities. Preference is given to chemistry majors.

Elam E. and Sallie N. Boyce Scholarship – Established by William M., Jr., and Ruth Sellers Boyce of Richmond, Virginia, in memory of Mr. Boyce's grandparents, Elam Erskine and Sallie Nelson Boyce, and in honor of their six children: James Nelson Boyce; Samuel Leland Boyce, Theodore Williams Boyce, William Moore Boyce, Mary Alice Elizabeth Boyce Brawley and Sara Eugenia Boyce Lesslie. This scholarship is given to Erskine students who are of high character.

Dr. and Mrs. James Boyce Memorial Scholarship – Established by Mrs. M. G. McDonald and Mr. and Mrs. James E. McDonald, Greenwood, S.C., and Dr. and Mrs. J. P. Kennedy, Charlotte, N.C., in memory of the late Dr. James Boyce, president of Due West Woman's College from 1899-1910, and Mrs. Boyce. The scholarship is awarded annually to young women at Erskine on the basis of scholarship and potential service to society.

Robert L. Bradford Scholarship – Recipients must meet the following criteria: academic achievement, financial need, high moral standards, good citizenship, evidence of extracurricular activities.

Dr. John G. Brawley, Jr. Scholarship Fund – Established by Mrs. John G. Brawley, Jr. as a tribute and in memory of Dr. John G. Brawley, Jr. who served Erskine College in the Music Department with dedication and distinction for nearly 40 years. Recipients shall be music majors who have demonstrated a high degree of proficiency and participation in the instrumental programs offered at Erskine.

Brockman-Watkins Scholarship – Established by Mr. and Mrs. M. D. Watkins, Jr. of Westminster, S.C., in honor of lifelong association between the Brockman and Watkins families and Erskine College. Income from this fund will provide scholarships for qualified students.

T. Clyde and Mattie G. Brown Scholarship – Established by a gift from the estate of T. Clyde and Mattie G. Brown to honor the life of two friends of Erskine College. Income from this fund will be awarded to students of good moral character showing future usefulness to society.

T. D. Brown Scholarship – Established by Michael A. Norman, M.D., of Decatur, Ga., to honor the late Professor T. D. Brown for his outstanding work as professor of biology at Erskine College from 1948 to 1974. This fund will endow scholarships for students majoring in one of the natural sciences, preferably biology. Recipients must be of good moral character, possess a grade point ratio of 2.0 or better and be involved in extracurricular activities.

Bryson College Scholarship – Established by the alumni and friends of Bryson College, Fayetteville, Tenn., in honor and memory of that institution and all the students, faculty and staff associated with it. Bryson College was operated by the ARP Church from 1919-29 and is now merged with Erskine. This fund will provide scholarships for Erskine students as a tribute to the opportunities given to alumni of Bryson College, an institution of quality which encouraged scholarship and well-rounded student activities and led by outstanding faculty and staff. Students selected for these scholarships shall show great promise of future usefulness to society. The scholarship is renewable.

Evelyn Virginia Burrell Scholarship – Established by a gift from the estate of Evelyn Virginia Burrell, a 1940 graduate of Erskine College, to recognize her life of service and dedication. Awarded to students who show good moral character.

Orene Irwin Byrd Scholarship – Established by William B. Byrd of North Augusta, S.C., in memory of his wife, the late Orene Irwin Byrd, a member of Cedar Springs Associate Reformed Presbyterian Church in Abbeville County. Income from this

fund is used to assist students whose exceptional character and academic and leadership potential exemplify the high ideals, love and concern shown by Mrs. Byrd.

Camp-Younts Scholarship – Honoring the memory of Dr. Charles R. Younts and his wife, Dr. Willie Camp Younts, this scholarship is awarded on the basis of financial need, excellent moral character, and progress toward a degree. Preference is given to students from Virginia, North Carolina, Georgia and Florida, especially those from rural towns with populations under 10,000.

Oliver W. Carmichael Scholarship – Established by the family of the late Oliver W. Carmichael, Sr., and the late Oliver W. Carmichael, Jr., to honor these dedicated ministers of the Gospel. The income from this fund is to be used to aid a needy and worthy student, preferably the son or daughter of a minister, who keeps passing grades.

Eugenia Gurney Carter Scholarship Fund – Established in honor of Eugenia Gurney Carter. Recipients shall be selected from chemistry majors or those intending to major in chemistry, who show outstanding academic promise, exceptional moral character and a demonstration of financial need. The scholarship may be renewed up to a total of four years provided the student maintains the high standards originally associated with the award.

Carolyn Lambert Catt Memorial Scholarship – Established by Mr. and Mrs. Carl L. Catt of New Albany, Miss., in memory of their daughter, who died in 1980 during her sophomore year at Erskine. The fund provides scholarships for incoming freshmen who are members of the Associate Reformed Presbyterian Church, of good moral character, and show promise of involvement in extracurricular activities. Preference will be given to students from A. R. Presbyterian churches in the Tennessee-Alabama or Mississippi Valley Presbyteries.

Centennial Class Scholarship – Established by gifts from the Class of 1939, the income from which is to be awarded to qualified students. The scholarship was presented for the first time to a student entering in the Class of 1989 who graduated in Erskine's Sesquicentennial year. The student receiving this scholarship is selected by the College Scholarship Committee based on good moral character, scholarship ability, leadership potential, future usefulness to society, and need. Renewal of the grant in succeeding years requires satisfactory academic progress toward a degree.

Mildred Edney Cheshire Memorial Scholarship – Established in memory of Mildred Edney Cheshire through gifts from family and friends. Income from this fund will provide scholarships for qualified students.

Rebecca Smith Chesnut Memorial Scholarship – Established in memory of her sister-in-law by Marion Chesnut McCullers of Atlanta, Ga. Chesnut Scholars are to be pursuing a bachelor's degree in education; feel a strong commitment to the field of education and acknowledge that witness to the glory of God can be served by Christian example in the classroom; and demonstrate need of financial assistance in an amount equal to or greater than the Chesnut Scholarship.

Chisolm-Huffman Scholarship – Established by Mr. and Mrs. Fentress M. Huffman to honor and perpetuate the long association between Erskine College and the Chisolm and Huffman families, based on mutual recognition of the need for a quality liberal arts educational experience created from and expressive of Christian commitment. Recipients of the scholarship shall have a demonstrated need for financial assistance, be of good moral character, and show promise of future usefulness to society. The scholarship is renewable for students showing satisfactory academic progress toward a degree and maintaining the high moral standards originally associated with the grant.

Class of 1935 Anniversary Scholarship – Established by the Erskine Class of 1935 in connection with its fiftieth reunion. Income from the Class of 1935 Anniversary Scholarship Fund will provide scholarships for students demonstrating promise of future usefulness to society and financial need. The scholarship is renewable.

Class of 1938 Scholarship – Established by the class of 1938, Sarah H. Sullivan and Conrad P. Shuler, Class Agents, in honor of the deceased members of the Class. The Class of 1938 Scholarship is awarded annually on the basis of good moral character, scholarship ability, leadership potential, future usefulness to society, and demonstration of need. The Class of 1938 Scholarship may be renewed through satisfactory academic progress towards a degree.

Class of 1941 Scholarship – Established by the Erskine College Class of 1941, this scholarship honors the members of the Class of 1941 at Erskine and reminds the alumni and friends of Erskine College of the unique historical events of the four years from 1937 to 1941. The class expresses sincere appreciation for the many benefits extended to them by Erskine College while they were students. Recipients shall be undergraduate students who have exceptionally good moral character, demonstrated scholarship ability, good leadership potential, and demonstrated financial need for assistance. Class of 1941 Scholars will be selected annually. Renewal of the grant requires satisfactory progress toward a degree and the ability to maintain the standards and qualifications associated with the original award.

Class of 1942 Scholarship – Established by the Erskine Class of 1942 in appreciation for the support they received and the

outstanding educational experiences that characterized their days as students at Erskine College. Income from this fund shall provide scholarships for students of good moral character who show promise of future usefulness to society. The scholarship is renewable.

Class of 1943 Scholarship – Established by the members of the Erskine College Class of 1943 to provide assistance to deserving Erskine students who demonstrate a good moral character and need.

Class of 1944 Scholarship – Established by the members of the Erskine College Class of 1944 to provide assistance to deserving Erskine students who demonstrate a good moral character and need.

Class of 1948 Scholarship – Established by the members of the Erskine College Class of 1948 to provide assistance to deserving Erskine students who demonstrate good moral character and need.

Class of 1949 Scholarship – Established by the Class of 1949 to honor the deceased members of the class and to perpetuate the desire of the Class to assist a worthy student and support Erskine College. Recipients shall demonstrate financial need and show potential of future usefulness to society. The grant may be renewed if there is satisfactory academic progress toward a degree.

Class of 1950 Scholarship – Established by the members of the Erskine College Class of 1950, this fund will be used to award scholarships to students who demonstrate financial need. Recipients must show promise of future usefulness to society and make normal progress toward an undergraduate degree.

Class of 1953 Scholarship – Established by the Class of 1953 for deserving students who demonstrate financial need.

Class of 1957 Scholarship – Recipients shall be regularly enrolled students of Erskine College and demonstrate financial need.

J. Hearst and Esther H. Coleman Scholarship – Established in 1987 through a bequest from the estate of the late Mr. and Mrs. J. Hearst Coleman of Greenwood, S.C., this fund provides income for scholarships of \$1,000 each for students exhibiting moral character, Christian commitment, average or better academic standing, leadership and financial need. Preference is given to members of the Associate Reformed Presbyterian Church.

Joe Allen Cotten Scholarship – Established by classmates in the Erskine College class of 1940, this scholarship is given in memory of Joe Allen Cotten, athlete and student leader, who died in action during World War II. The Cotten Scholarship is awarded annually to a member of the Erskine men's basketball team who exhibits high athletic ability and is a credit to the institution.

Davis Family Scholarship – Established by Dr. E. I. Davis, Jr., in memory of his father. The income of the fund will be used to provide scholarships in the amount of \$10,000 each to support students who major in the sciences. 2

Patrick L. Davis Scholarship – This fund was established in memory of Mr. Patrick Lee Davis, a graduate of Erskine College who served as County Attorney for Lancaster County, South Carolina.

The Rev. J. Allen Derrick Scholarship – Recipients must demonstrate financial need, and shall have outstanding characteristics of leadership, devotion, and the ability to achieve academically.

Hanora Cuddy Dorn Scholarship – Established in honor of Hanora Cuddy Dorn, this scholarship will be awarded to a student who has demonstrated superior academic achievement with an aptitude and desire for the study of English, modern languages, or history.

Herbert S. Driscoll Scholarship – Established by Mrs. Herbert S. Driscoll of Greenville, S.C., in memory of her husband. Additional gifts may be received for this fund to provide scholarships for deserving students.

James T. Douglas, M.D. Scholarship – Established as a tribute to Dr. Douglas. Recipients shall be selected from among premedical students at Erskine who show promise of future usefulness to society and a high degree of personal and professional motivation, with preference given to a student from the state of Georgia. All recipients must be U.S. citizens. Renewable for four years provided the recipient maintains the high standards associated with the award.

Dr. and Mrs. John Roddey Edwards Scholarship Fund – Established from the estate of Mrs. Anne E. Dickens, daughter of Dr. and Mrs. Edwards.

Erskine Alumni Association Scholarship Fund – Established with allocations from the sale of South Carolina vehicle license plates. Recipients are to show outstanding academic promise and demonstration of financial need. Preference shall be given to children of alumni who are actively involved in the Alumni Association.

Mary Carmichael Faulkner and Kenneth W. Faulkner Scholarship Fund – Awarded to students based on the following criteria: Students must show great promise of future usefulness to society with a preference being given to the dependent children of ministers and missionaries of the Associate Reformed Presbyterian denomination. May be renewed for a period of three years or six semesters.

Fennell-Lindsay Scholarship – Established by Eugenia Helen Ligon, former professor at Erskine College, in honor of Minnie Fennell Ligon (Mrs. Langdon S. Ligon, Sr.), daughter of the Rev. H. C. and Minnie Lindsay Fennell and granddaughter of Dr. J. O. Lindsay. In honoring Mrs. Ligon, the scholarship pays tribute to the many deep and affectionate ties between the Fennell and Lindsay families and Erskine College. Students receiving this scholarship shall show promise of future usefulness to society and demonstrate merit and a need for financial assistance. Preference shall be given to female students majoring in history. Renewal of the grant may be made if satisfactory progress is made toward a degree and students continue the standards originally associated with the awarding of the scholarship.

First Statesville ARP Church Scholarship

Professor Louis C. Galloway Scholarship Fund – Established by Mr. John M. Galloway as a tribute to Professor Louis Galloway who played a major role in shaping the quality of Erskine and who will long be remembered for his leadership, strength of character and outstanding accomplishment in the field of history. Preference given to history majors.

Robert Stone Galloway Americanism Scholarship – Established by the late U.S. Senator Strom Thurmond, advisor to John P. Gaty Charitable Trust. Awarded annually to needy and worthy students, based on a paper on Americanism, the specific topic of which is announced prior to January 1. Applications must be submitted by February 1, and manuscripts submitted by April 1 of the academic year.

Blake P. Garrett and Louise Young Garrett Scholarship – Established by Mr. and Mrs. B. P. Garrett of Fountain Inn, S.C., in memory of eight members of the Young family of Due West, all Erskine alumni, who contributed much to the medical, teaching, missionary, and business fields. Scholarships awarded from interest earned by this fund will be presented to students of good moral character who are involved in extracurricular activities. Preference will be given to residents of Fountain Inn, S.C., or the Fountain Inn area, and members of the Fountain Inn Presbyterian Church.

Lillian Garrison Scholarship – Established by Grace Lucile Garrison Hill in honor of her mother, Lillian Garrison. Interest from this fund will provide scholarships for qualified students.

Celia Latimer Gasque Scholarship Fund – Preference will be given to students from Laurens County, South Carolina, and recipients must maintain a 2.5 GPA.

Robert Calvin and Gladys Patrick Grier Scholarship – Established by the late Dr. and Mrs. C. H. Nabers of Greenville, S.C., in honor of the late Dr. R. C. Grier, President Emeritus of Erskine College. The income from this fund is to be used to aid the senior who most clearly embodies the ideals of Erskine College.

Gladys K. Gurney Music Scholarship – Established by a bequest for the Gladys Kirton Gurney, Erskine Class of 1925. Income from this fund will provide scholarships to students proficient in music who demonstrate need for financial assistance.

Bertha Sanders Harris Scholarship – Established by Elizabeth H. Elliott, Raleigh, N.C.; Bertha H. Holley, Aiken, S.C.; and John S. Harris, McCormick, S.C. This scholarship honors their mother and her lifetime of caring, hard work, and dedication to the limitless value of an education, and leadership in career, civic, and church avocations. Recipients of these scholarships must be juniors or seniors majoring in teacher education, having high moral character, above average academic standing, and a demonstrated financial need. Renewal of the scholarship each year will depend upon maintenance of the standards associated with the award.

Sara J. Hartness Scholarship – Established by the late Sara J. Hartness of Spartanburg, S.C., the income from which is to be used for scholarships for deserving students.

James Steven Henderson Memorial Scholarship – Established by Mr. and Mrs. James A. Henderson, Jr. of Hodges, S.C., in memory of their son, a 1979 Erskine College graduate. The fund provides scholarships for juniors or seniors at Erskine College, preferably Philomathean Literary Society members and majors in Business Administration. Recipients are selected on the basis of high moral character, social and religious activities, and a demonstrated desire to contribute toward one's own needs as shown by involvement in part-time work or in the work-study program.

Leo H. Hill Scholarship – Established by Grace Lucile Garrison Hill and Leo H. Hill. Interest from this fund will provide scholarships for qualified students.

Elizabeth Culpepper Hyman Scholarship – Elizabeth Culpepper Hyman of Bartow, Fla., Erskine College graduate and a distinguished pianist and music teacher for more than 50 years, has established a scholarship fund in the Erskine Endowment Fund as a lasting tribute to the importance of musical studies within the liberal arts program, especially choral performance, piano study, and the study of the teaching of piano skills. At the request of Erskine College, this program is named in Mrs. Hyman's honor. Students receiving Elizabeth Culpepper Hyman Scholarships shall be of good moral character and show promise of future usefulness to society. They shall be majors in the study of music with emphasis on piano study and

performance. Preference will be given to the individual selected by the Choral Director as accompanist of Erskine Choral Groups. The scholarship is awarded solely on the basis of merit.

Johnson Benevolent Fund – Established by Mrs. J. B. Johnson of Louisville, Ga., the income from which is to be used to aid needy young men.

Jacob O. Kamm Scholarship – Dr. Jacob O. Kamm, distinguished economist of Cleveland, Ohio, has established a fund in the Erskine College endowment, the income from which provides annual scholarships for Business and Economics majors with the highest grade point ratio in courses taken in the Business Department. Qualified students may be from the sophomore, junior, or senior class.

Julia V. and W. Wates Keller Scholarship – Established by Julia V. and W. Wates Keller of La Grange, Ga. This award is presented to deserving Erskine students to assist with their educational needs.

Emma Neel Kennedy Scholarship – Established in memory of Emma Neel Kennedy by her daughter, the late Mary Laurence Kennedy of Due West, S.C. The income from this fund is to be used to provide a scholarship for a student on the basis of proficiency in the study of the Bible.

Emma Neel Kennedy and Mary Laurence Kennedy Scholarship – Established by Dr. Lila Bonner Miller of Atlanta, Ga., and Mrs. James N. Bonner of Due West, S.C., in memory of Mrs. Emma Neel Kennedy, devoted mother and distinguished teacher, and her daughter, Mary Laurence Kennedy, missionary to Pakistan for more than 30 years. Dr. Miller and her brother, Dr. J.N. Bonner, lived with Emma Neel and Mary Laurence Kennedy following the death of their mother until the remarriage of their father. Mrs. Bonner is the widow of Dr. Bonner. The scholarship recognizes the contributions of the Kennedy and Bonner families to the life of the college. Income from this fund shall provide scholarships for students of good moral character who demonstrate financial need. The scholarships are renewable for up to four years.

I.N. Kennedy Scholarship Fund – Awarded to outstanding students who show promise of future usefulness to society and demonstrate leadership abilities, with preference given to students from the Clinton, Laurens, Due West and Bonclarken areas. Renewable up to four years.

Mary Katherine Kennedy Scholarship – This scholarship honors the memory of Miss Mary Katherine Kennedy. The number of Mary Kennedy Scholars shall be increased from one Scholar at \$1,000 to two Scholars at \$1,000 each. The initial Mary Kennedy Scholar shall be a qualified rising senior with the next additional scholarship awarded to a qualified rising junior. Scholars will be students who are pursuing a degree in education, are dedicated to a career in teaching, and demonstrate documented financial need. Preference is given to female students who show great promise in their future usefulness to the field of education through academic excellence and high moral character.

Kennedy-Whitby Fellowship for Study in Europe – The fellowship honors Sir Lionel Whitby, a physician whose vision and influence spanned the world. He discovered the drug sulphapyridine, which proved effective against pneumonia, and organized the British Blood Transfusion Service at the beginning of the Second World War. The primary purpose of the scholarship is to encourage and make possible study in Europe as part of the Erskine experience. The Fellowship provides funds for tuition, living expenses or other costs related to taking courses in Europe or of undertaking a carefully monitored independent study under the guidance of a faculty member of the College.

Pauline O. and Jack T. Kent Scholarship – The student receiving the award must be a student of good moral character and demonstrate financial need. Renewal of the scholarship in succeeding years requires satisfactory academic progress toward a degree and maintenance of the high moral character associated originally with the award. Additionally, the recipient shall show qualities of an enthusiastic and dedicated student.

Rosa Burch Kerr Scholarship – This scholarship honors the memory of Rosa Burch Kerr who was a nurse, a nurturing mother, and a Christian servant. Kerr Scholars will be students who are pursuing a degree in the sciences, are dedicated to a career in the medical field, and demonstrate documented financial need. Preference is given to female students who show great promise of future usefulness to the medical community through academic excellence and high moral character.

William Kennedy Kerr Athletic Scholarship – This Scholarship honors the characteristics of leadership, athleticism, and academic excellence by William Kennedy Kerr while a student at Erskine College. It is awarded to students based on leadership, athleticism, and academic excellence.

Richard Austin Lazenby Scholarship Fund – Recipients shall be majoring in Business and shall show promise of future usefulness to society while emphasizing the characteristics of the highest in moral and ethical behavior as exemplified by Mr. Lazenby. Student shall qualify as a financially need based recipient.

Henrietta Fennell Lesesne and Mary Fennell Summers Scholarship – Established by Mr. and Mrs. Donald L.

Summers of Selingsgrove, Penn., in honor of the late Henrietta F. (Totsy) Lesesne, wife of the late Erskine President Dr. J. M. Lesesne, Sr., and Mary Fennell Summers, Mrs. Lesesne's niece. Income from the program will provide scholarships for Erskine students exhibiting financial need, exceptional leadership abilities, good moral character, and commitment to values. In honoring these two ladies, Erskine pays tribute to a tradition that emphasizes the importance of a close, supportive, and loving family. The scholarship is renewable for a total of up to four years for students making satisfactory progress towards a degree and maintaining the qualifications of the scholarship.

Harriet E. Leslie Scholarship – Members of the Doraville (Ga.) Associate Reformed Presbyterian Church and other family and friends of Harriet E. Leslie, beloved choir director and organist of that congregation, have established a scholarship program in her honor in the Erskine Endowment Fund. Income from this fund will provide scholarships for students of high moral character showing financial need. Preference will be given to members of the Associate Reformed Presbyterian Churches of the State of Georgia. The scholarship is renewable.

Dr. Anita Ming-Cheng Li Cultural Studies Fund – Established in memory of Dr. Li, this scholarship will support and encourage students to attend cross-cultural student workshops; assist the minority student population; assist with special weekend opportunities for students of different cultures; help defray travel costs for students of different cultures to travel; and fund need-based scholarships for students from foreign countries.

E. H. Little Scholarship – Established by gift of Mr. E. H. Little, late Chairman of the Board of Colgate-Palmolive Company, to provide scholarships for needy students.

F. Allen Little Scholarship – Established by the college from a gift from the estate of F. Allen Little, late Chairman of the Board of Colgate-Palmolive Company, to honor Mr. Little as a friend of higher education.

The Living Sacrifice Scholarship Fund - Established by a gift from an anonymous donor. Preference will be given to a female minority student from the state of South Carolina who demonstrates an overall financial need.

J. Burke Long Scholarship - Established by a gift from Minnie L. Thompson Long, of Chapel Hill, N.C., in memory of her husband, to whom she was married for 56 years, until his death in 1995. Preference will be given to education majors who are rising sophomores, juniors or seniors.

Edgar and Agnes Grier Long Scholarship – This endowed athletic fund was established by Moffatt and Lila Long of Greenville, S.C., and honors and perpetuates the memory of Mr. Long's parents, who made great contributions to Erskine College and the Associate Reformed Presbyterian Church. Mrs. Long was the daughter of William Moffatt Grier, fourth president of the college. Dr. Long served forty years as Professor of English and Chairman of the Department of English at Erskine, setting a standard of academic excellence. Both Dr. and Mrs. Long were active in church and community affairs. The Long Scholarship assists a men's basketball player who demonstrates exceptionally high athletic ability and potential, based on the recommendation of the head men's basketball coach.

Dr. and Mrs. Robert A. Lummus Scholarship – Established by the children and family of Robert A. Lummus and his beloved wife, Elizabeth Newman Faulkner Lummus, to honor and perpetuate their memory. In honor of Dr. Lummus, a minister for 53 years, and Mrs. Lummus, devoted wife and mother of the six initial principal donors of this program, scholarships will be awarded to students at Erskine College and Erskine Theological Seminary. Recipients shall be of good moral character and preferably members of the Associate Reformed Presbyterian Church. They shall show satisfactory progress towards a degree and be a member of any class but the freshman class, demonstrate financial need, and show potential for Christian leadership.

Neill Webster Macaulay Scholarship - Established by a gift from the estate of James A. and Isabel Lee Macaulay Dusenberry in memory of her father, Neill Webster Macaulay (1854-1916), Erskine College Class of 1875, a distinguished teacher and Commissioner of Education for Oconee County.

The Maloney Scholarship – Established by the descendants of James G. and Margaret Lily Latham Maloney to recognize the devotion to the ARP denomination characterized by love, ability, service, and support, both in word and deed. This award is presented to the student who demonstrates high moral character, shows evidence of a willingness to assist oneself and provides leadership potential. These awards are both merit and need based.

Dr. Julia Ann Speares Mancino Scholarship – Established by Joseph J. Mancino, Jr., son of Dr. Julia Ann Speares Mancino, a *magna cum laude* graduate of Erskine College who became the first female principal in Anderson County District One, earned a doctorate and returned to Erskine to teach. Her lifelong priorities included using her talents to glorify God; loving her family unconditionally; and cherishing her teaching career as an honor and privilege. Preference is given to a member of the rising senior class who is majoring in education and who demonstrates financial need.

Edward Gary Martin Scholarship – Established by Joe R. Martin, Sr., of Arlington, Texas, in honor of his father. This fund honors a man of courage, conviction, and hard work who set a standard for excellence and love that is still remembered fondly by his many friends and family. Recipients shall be selected from among enrolled or incoming freshmen who demonstrate significantly outstanding leadership potential and financial need. The scholarships are renewable if standards are maintained.

Julia Clements Martin Scholarship – Established by Dr. Joe R. Martin, Jr., Arlington, Texas, representing the Martin family, in memory of his mother, this scholarship honors her life and memory through the perpetual encouragement of the spirit of kindness, hard work, and enjoyment of life. Recipients of this scholarship must be freshmen or incoming freshmen who demonstrate significantly outstanding leadership potential and financial need.

Robert Ivan McElroy and Margaret Leslie McElroy Scholarship – Established by Mr. and Mrs. Robert W. Webb, Atlanta, Ga., and Mr. and Mrs. Robert W. Webb, Jr., Dunwoody, Ga., in memory of Robert Ivan McElroy and Margaret Leslie McElroy, the parents of Mrs. Robert W. Webb and maternal grandparents of Robert W. Webb, Jr. Income from this fund shall provide scholarships to students of good moral character who demonstrate financial need. Preference will be given first to members of the Associate Reformed Presbyterian Church in the state of Georgia, secondly to other Associate Reformed Presbyterian students, and finally to otherwise qualified students. Recipients must have demonstrated the ability to receive an overall high school or college grade point ratio of at least 2.0 (C) and must maintain a 2.0 GPR to renew the grant. The fund honors the long service of the McElroys to the Associate Reformed Presbyterian Church and the Doraville and McElroy Memorial ARP Churches.

Thomas Marion McElwee Scholarship – Established by classmates and friends of the late Thomas Marion McElwee, a graduate in the Erskine Class of 1964. Income from this fund provides a scholarship or scholarships for students who have displayed outstanding drive and determination to complete their college education. Satisfactory progress towards the bachelor's degree, good moral character, physical impairments, and involvement in extracurricular activities are qualifications for the scholarships.

John K. and Lisa B. McGill Endowed Scholarship – The scholarship was established in honor of John K. and Lisa B. McGill by the Super Shulman Orthodontic Study Group, a practice management organization in which John McGill served in several capacities, including a term as president and CEO. Recipients will be selected for outstanding achievement, future usefulness to society, quality academic work, and active involvement in student affairs.

McGill-Gamble Scholarship

Minor Herndon Mickel Scholarship – The Minor Herndon Mickel Scholarship is awarded annually to a student of high moral character and exceptional academic promise who requires financial assistance in order to secure a college education. The scholarship may be renewed annually provided the student makes satisfactory progress towards a degree.

Rebecca Whitesides Miller Scholarship Fund – Established by Dr. Andrew C. Miller as a lasting memorial to his beloved wife. Recipients shall be the dependent children of ARP ministers, dependent children of ARP missionaries and/ or the dependent children of full-time employees of agencies directly operating under the ARP denomination or one of the presbyteries of the ARP denomination. Scholarship is renewable up to four years.

Miller Family Scholarship – The six sons of William C. and Margaret Hamilton Henry Miller, along with other members of their families, have established a program in their memory in the Erskine College Endowment Fund. Miller Scholarships will go to students who have shown a strong inclination towards English as a major or who have declared English as their major. Recipients must demonstrate high moral character and usefulness to society. Recipients will assume a moral, but not legal, obligation to donate eventually to this or another Erskine support program. The program honors Erskine graduates William C. and Margaret Hamilton Henry Miller, loyal graduates of Erskine who were leaders in establishment of the Erskine Living Endowment Campaign. Mrs. Miller was the first female member of the Erskine Board of Trustees, and Mr. and Mrs. Miller were honored with the Algernon Sydney Sullivan and Mary Mildred Sullivan Awards from Erskine.

Emily Millice Scholarship – This scholarship honors Emily Dean Millice, who graduated from Erskine in 1929. Millice continued her education at Stanford University and served with distinction as a teacher of high school English. Her career lasted many years and covered assignments in Alaska, Oklahoma, Idaho, and South Carolina. Recipients shall be of high moral character.

Simon and Lena Moeller Scholarship – In memory of their parents and a deceased brother and sister, five surviving children of Mr. and Mrs. Simon Moeller of Kings Creek, S.C., have established a scholarship program in the Erskine Endowment Fund. The scholarship is dedicated to the Smyrna Associate Reformed Presbyterian Church and the many friends and neighbors in the Kings Creek-Smyrna community for their friendly and warm acceptance of a young German immigrant couple at the turn of the century and their continued love and support of the family at the time of Mr. Moeller's death in 1917, even while the

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U.S. was at war with Germany. Income from the fund will provide scholarships for students of high moral character, showing promise of future usefulness to society and having financial need. Preference will be given to students who are members of or recommended by the Smyrna A.R.P. Church.

The Reverend Dr. and Mrs. Roscoe Thomas Nelson Scholarship – Established by friends of the late Rev. Dr. and Mrs. Nelson, distinguished Erskine graduates from Lake Wales, Fla., where Dr. Nelson was pastor of the Associate Reformed Presbyterian Church. This fund will provide scholarships for college and seminary students annually.

Ophelia Clinkscales Norris Scholarship – Established by Rachel Norris Dickerson of Lake City, Florida. This award is given to deserving students who demonstrate financial need.

O'Neil-Wingard Scholarship – This fund was established by Mrs. Mildred O'Neil of Newberry in memory of Mr. O'Neil and in honor of Mr. Grady Wingard. Income from the fund will provide scholarships for students at Erskine College.

L.T. "Tom" Overby Scholarship Fund – Established by Mrs. Wilhelmina E. Overby and Mrs. Betty Ann Waddell as a tribute and in loving memory of Mr. Overby. First preference will be given to students who are from Williamsburg County, South Carolina with a preference also for students majoring in education.

Mary Deck Jenkins Patrick Scholarship Fund – Established by the family of Mrs. Patrick as a tribute to an outstanding life and legacy. Students selected for the scholarship must be music majors studying in the fields of piano and voice.

The Plato & Catherine Pearson Fund

Dode Phillips Scholarship – Established by contributions from the family and friends of the late Mr. David Gardiner "Dode" Phillips, beloved Erskine College alumnus and administrator. The income from this fund provides scholarships awarded on the basis of Christian character, academic excellence and need. One "Dode" Phillips Scholar is selected in each freshman class to hold the scholarship for four years. Recipients are selected by the Scholarship committee, which includes the Vice President and Dean of the College and the Director of Admissions.

Herbert Graham Phillips Athletic Scholarship – Recipients will be participating as athletes in the intercollegiate athletic program at Erskine. Awarded at the discretion of the Director of Intercollegiate Athletics in consultation with the Director of Financial Aid.

Adele Todd Plaxco Scholarship – Established by the late James M. Plaxco, Sr., of Due West as "a solemn and permanent expression of love and gratitude to my adorable wife, Adele Todd Plaxco, a devout Christian, devoted to her husband and children for fifty-six years. James M. Plaxco, the one who knew her the best and loved her the most." A student selected by the College Scholarship Committee to receive the Adele Todd Plaxco Scholarship must be a member of the Associate Reformed Presbyterian Church, preferably a minister's child, and of good moral character. He or she should show promise of success exemplified by a high standard of conduct, passing grades, and involvement in extracurricular activities.

John Todd Plaxco Memorial Scholarship – Established by Dr. and Mrs. J. M. Plaxco, Sr., Due West, in memory of their son. The income of the fund is used to provide a scholarship for an A. R. Presbyterian student showing promise of future service to God and man.

S. J. Pratt Scholarship – Established by contributions from friends and associates of Mr. S. J. Pratt, a member of the Class of 1927, upon his retirement from South Carolina State Government after 50 years of service.

Francis Young Pressly Scholarship Fund – Established in memory of Dr. Francis Young Pressly, who was recognized for his great accomplishments and his dedication to the service of God. Preference is given to students who are interested in serving in full-time ministry of the ARP denomination.

Inez Gibson Quattlebaum Scholarship – Established by her husband, Gordon Quattlebaum, and her children, this scholarship honors a lifetime of service of exceptional merit to family, profession, church, and community. Quattlebaum scholars shall be students who meet the qualifications of exceptional moral character, promise of outstanding usefulness to society, and indication of above average academic ability, with preference being given to those qualifying students from Fairfield County, S.C.

Monnie McKee Reed Scholarship – The Close Foundation, Inc., Lancaster, S.C., through gifts from the foundation, the Close Family of Fort Mill, S.C., and friends of Monnie McKee Reed, has established the Monnie McKee Reed Scholarship Fund in the Erskine Endowment Fund. The fund is a memorial to the late Monnie McKee Reed, a member of the Erskine College Class of 1981. Mrs. Reed was active in many campus programs at Erskine, with special ability in publications and photography. She was later a successful equestrian prior to her tragic death in 1986. Students receiving Reed Scholarships should show qualities of enthusiasm and dedication in keeping with the cheerful personality of Mrs. Reed and they shall be of high moral character and show financial need. Recipients shall be from York County, Chester County, or Lancaster County, in South Carolina. The scholarships will be renewable for up to four years.

Dr. Calvin Graham Reid Pre-Medical Scholarship – The Philip L. Van Every Foundation, Charlotte, N.C., has established the Dr. Calvin Graham Reid Pre-Medical Scholarship Fund in the Erskine Endowment Fund. Income from the fund will provide scholarships to premedical students based on academic course selections, interviews, a genuine desire to pursue a medical career, and demonstrated financial need. Recipients shall display the ability and aptitude for the field of medicine with a zeal to serve one's fellow man. The scholarships are renewable if scholars maintain the high standard associated with the scholarship. The scholarships honor the late Dr. Reid, an Erskine graduate who distinguished himself academically, athletically, and in student life at Erskine, followed by an equally distinguished career in the profession of medicine in Charlotte, N.C., including a term as Memorial Hospital Chief of Staff.

Dr. and Mrs. E. L. Reid Scholarship – Mrs. Rufus M. Johnston and Mrs. Richard Hunter of Charlotte, N.C., have established a scholarship fund in memory of their parents, Dr. E. L. Reid, professor of chemistry for 62 years at Erskine, and Mrs. Reid, former teacher of music at Due West Woman's College. Income from the fund provides scholarships for outstanding chemistry students.

Anna B. Roddey Memorial Scholarship – Established by Mrs. Anna B. Roddey of Rock Hill, S.C., the income from which is to be used in aiding a deserving young man.

W. J. Roddey Memorial Scholarship – Established by Mr. W. J. Roddey of Rock Hill, S.C., the income from which is to be used to provide the scholarships.

Jacob Walter "Jake" Rogers Scholarship – Established in memory of "Jake" Rogers, former Erskine College football player known for his love of athletics, dedication to students, and high ethical standards. His gentle demeanor, sense of humor, and love for his family and for Erskine College will long be remembered. Preference will be given to incoming freshman student-athletes in the baseball program who have demonstrated financial need.

Virginia S. Rutemeyer Scholarship – Established by Eugene Rutemeyer in memory of his wife, Virginia Spurling Rutemeyer, known affectionately as "V.A." She was a dedicated wife and mother, she unselfishly served in many volunteer societies and especially served her church and Lord in working with young peoples' choirs and missionary church building activities. Her philosophy of life was: "Things that you do, do with your might because things done by halves are never done right." Her witness to the unending love of Jesus Christ was also a wall of strength for her family and friends. She truly loved the Lord and wanted all to know Him as Lord and Savior. She greatly respected and admired the work of the female members of the medical profession who ministered to her physical needs during her extended illness. For this reason, this scholarship is to be awarded to a female student who is going to enter the medical profession.

The Saint Andrew Associate Reformed Presbyterian Church Scholarship – Established by the members of Saint Andrew Associate Reformed Presbyterian Church, this scholarship is awarded to members of A.R.P. Churches within First Presbytery or children of ministers who are members of First Presbytery on the basis of financial need and merit. Recipients must show evidence of Christian commitment, leadership skills, and potential usefulness to society.

Linda Rogers Scarborough Memorial Scholarship – Established by her family and friends in memory of the late Linda Scarborough of Wisacky, S.C., who died tragically during her senior year. The income from this fund provides an annual scholarship.

Roy M. Schooley Scholarship – Established by a gift from Mrs. Roy M. Schooley as a memorial to her husband. Awards will be made each year to deserving Erskine students.

Elizabeth Plaxico Shealy Scholarship – Established in memory of the late Elizabeth Plaxico Shealy by her husband, William Elmer Shealy of Newberry, S.C. The income from this fund will be used for upperclassmen maintaining at least a B average with preference given to Associate Reformed Presbyterians of American heritage.

John Hicklin and Sarah Nettie Sherer Scholarship Fund – The Sherer family is proud to endow this scholarship in the name of John Hicklin Sherer and Sarah Nettie Sherer as a testament of appreciation for their sacrifices in providing for their three sons to receive an education at Erskine. The recipient is to display good citizenship and act in a manner that enhances the College's program; demonstrate a commitment to Christian principles and service to others; and demonstrate a commitment to academic performance. Preference is to be given to residents of York County, S.C., who have demonstrated financial need.

The Reverend Mr. Forrest W. and Kathryn S. Sherrill Scholarship – Established by Dr. Judith Sherrill Bazemore of Spartanburg, S.C., as a tribute to her parents, the Rev. Mr. and Mrs. Forrest W. Sherrill, distinguished minister and teacher, respectively. Recipients shall be juniors or seniors of exceptionally good character, majoring in elementary education and committed to a career in elementary education. The grant may be renewed in the senior year for recipients making satisfactory progress toward a degree and continuing the qualifications associated with the awarding of the scholarship.

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Dr. E.A. Sloan Scholarship – Established as a tribute and in memory of Dr. Sloan. Recipients will be chemistry majors with high moral character, academic achievement, and promise of future usefulness to society.

Alpha Kathryn Shuler Smith Scholarship – Established by Gilbert A. Smith in honor of Alpha Kathryn Shuler Smith, who graduated from Erskine College in 1948 with a Bachelor of Arts degree. Following graduation, she resided in Florida and taught school prior to starting a family. When the youngest of her four children began school, she returned to the classroom as a substitute teacher. Beginning in 2013-14, the scholarship will be awarded to a student of Erskine College who displays good citizenship and acts in a manner that enhances the College's program. To renew the scholarship, the student must maintain satisfactory academic progress.

Margaret Robinson Smith Scholarship – Dr. Robert E. Smith of Donalds, S.C., has established in the Erskine Endowment Fund a program honoring his wife, Margaret Robinson Smith, a graduate of Erskine College who has had a significant impact on the growth and development of the college. Her positive influence extends to all five of her children, four of whom are Erskine alumni. A devoted, capable homemaker, she has given untiring support to her alma mater and the work of her husband, church, and community. Recipients of the renewable scholarships shall be of high moral character, show financial need, and be day students living in the parental home unless both parents are deceased, with special consideration given to black students.

Patsy B. Smith Memorial Scholarship Fund – Established as a part of the will of Richard Lelious Smith, Jr., to establish an endowed scholarship in loving memory of his wife Patsy Bruce Smith. Awards will be made to qualified students with preference given to those who demonstrate superior academic achievement, leadership potential, and financial need.

Roy S. Smith Scholarship – The Roy Stewart Smith Scholarship was established by Mrs. Elizabeth Buzhardt Smith as an act of devotion, love, and honor for the memory of her late beloved husband, Mr. Roy Stewart Smith. The fund provides funds to students who plan to major in mathematics. Recipients must possess a minimum SAT score of 1300, rank in the top 20 percent of their graduating class, maintain an overall GPA of 3.0 and a 3.0 in mathematics, and must complete at least one mathematics course each semester.

Mr. and Mrs. Henry L. Sneed Scholarship Fund – Recipients will be of high moral character and a valuable member of the men's basketball or baseball teams who show promise of future usefulness to society.

The Luke and Amelia Solomon Scholarship Program – Established by Amelia Solomon in honor and as a tribute to her husband, Luke Solomon, for the development of excellence and the recognition of the need for exceptional leadership skills. Student(s) selected must rank among the top ten E.B. Kennedy or Presidential finalists.

William Houston Speck Family Scholarship – Established by Erskine graduate Miss R. Houston Speck, New Albany, Miss., in honor of her family, which has made outstanding contributions to the ARP Church and to the civic and business development of New Albany. Mr. and Mrs. William H. Speck were parents of five children, of whom two graduated from Erskine. The scholarship is given to honor Erskine while providing the opportunity for young people to serve God and man through the best development of the whole person. One-half the income from this fund shall provide scholarships for undergraduate students and one-half for seminary students. Preference will be given to ARP students from the Tennessee-Alabama and Mississippi Valley Presbyteries, to children of foreign missionaries, and to married seminary students. Scholarships may be given on the basis of either merit or financial need. Scholarships are renewable until the graduation of the recipient.

Spivey-Hood Scholarship – The late Collins A. Spivey of Conway, S.C., and Belle Miller Spivey Hood of Myrtle Beach, S.C., the husband and daughter of the late Mrs. Harriette Edwards Spivey, established a scholarship fund in memory of this outstanding music graduate of Due West Woman's College who was an outstanding teacher of music and church musician. This fund, now known as the Harriette Edwards Spivey and Sebron Yates Hood, Jr. Music Scholarship Fund, also honors Mr. Hood, a 1953 graduate of Erskine College, retired church musician and husband of Belle Miller Spivey Hood, a 1955 Erskine graduate. Income from the fund is to provide scholarships for music majors, with strong preference given to students studying the organ in preparation for service to the church.

Paul A. Stroup Family Scholarship – The scholarship honors the late Paul Archibald Stroup, a longtime Associate Reformed Presbyterian pastor married for 57 years to Macie Stevenson Garrison. They were the parents of six children. Recipients are to be qualified students who are full-time students at Erskine College, display good citizenship, and act in a manner that enhances the College's program.

First Associate Reformed Presbyterian Church of Statesville, N.C., Scholarship – The First Associate Reformed Presbyterian Church of Statesville, N.C., has established in the Endowment Fund a scholarship program for residents of the Greater Statesville, N.C., area. The College Scholarship Committee shall select recipients from Iredell County, N.C., on the basis of scholastic achievements, financial needs, and service to his or her community and church.

A. S. Sullivan Scholarship – The Algernon Sydney Sullivan Endowment was established at Erskine College by the Board of Trustees in 2000. The Algernon Sydney and Mary Mildred Sullivan Scholarships will be awarded to undergraduate students who demonstrate exemplary personal character and a commitment to service above self.

Taylor-Carothers Scholarship – Established by Miss Ida Louise Carothers, Lancaster, S.C., in honor of two sisters, Mrs. Minnie Taylor Carothers and Miss Virginia Taylor, this scholarship helps exceptional students. Recipients must demonstrate financial need and personal standards and grades associated with students of exceptionally high quality. Continued high standards will ensure renewal of the grant.

John Clarence Taylor III Scholarship Fund – Awarded to students who show promise of future usefulness to society with characteristics expressive of honesty and intelligence. Recipients will also have demonstrated a commitment to their religious convictions as confirmed in an evangelical Protestant setting and demonstrate financial need.

Richard G. and Lucy D. Taylor Scholarship – Established in memory of his father and in honor of his mother by Dr. and Mrs. Richard G. Taylor, Jr., this scholarship assists new students of good moral character who demonstrate exceptional leadership qualities which will benefit society in a positive, progressive fashion. The scholarship is renewable provided the qualifications are maintained.

Teacher Education Scholarships – The Department of Education has established a fund in the permanent endowment to provide two Teacher Education Scholarships. The areas considered for scholarships are: early childhood, elementary, and secondary education. These awards are based on potential usefulness to the teaching profession, need, and scholarship.

James William Thomson Bible Scholarship – Established by Mrs. Mary Thomson Spencer, Mrs. Emma Thomson McLean, James William Thomson, and the late Wardlaw Perrin Thomson in memory of their father. The income of the fund will be used to provide a scholarship to a student at or above the sophomore level who is majoring in one of the programs offered by the Bible Department.

S. A. Tinkler Scholarship Fund – Criteria for selection includes religious, educational, and social achievements and activities as well as demonstrated need.

Troy ARP Church Memorial Scholarship – Established by Mississippi Valley Presbytery, the income from which is to be used to provide scholarships for students of high moral character who show the qualities of enthusiasm and maintain normal or better academic progress toward a recognized degree. Preference given first to ARP students from West Tennessee area; second, ARP students from the Mississippi Valley Presbytery; third, other ARP students. Renewable for up to four years.

Joseph McKeehan Tull Scholarship – Established by a gift from the Tull Foundation to provide scholarships to needy students.

C. B. Ware Family of Due West Scholarship Fund – Established in memory and in honor of Mr. and Mrs. Charles B. Ware.

Mr. and Mrs. Lawrence S. Weir Scholarship – Established by the college from a gift from Lawrence S. “Eel” and Margaret Stuart Weir of Great Falls, S.C., honoring their long support of service to Erskine College. Income from the fund will provide scholarships to students at the college and seminary, based on social, religious, and academic achievements and activities.

Jean M. White, Ann W. Leith and John H. Leith Scholarship to Promote Excellence in the Study of Western Culture – The initial contribution to establish this fund came from the estate of 1946 graduate Jean M. White, sister of Ann Leith, a 1941 graduate. The fund also honors John H. Leith, a 1940 graduate.

Joseph Wightman Scholarship – Established by Mrs. Joseph Wightman of Greenville, S.C., in memory of Joseph Wightman, who served Erskine College as professor, dean, and ninth president of the college during a distinguished career in the field of education both in England and the United States. Recipients will be selected on the following four criteria: academic achievement, financial need, potential for future usefulness to society, and positive campus leadership skills. Preference shall be given to students majoring in history. The scholarship will be renewed for students making satisfactory progress toward a degree and continuing the high standards originally associated with the awarding of the scholarship.

Shannon Wilkerson Scholarship – The family and friends of Mary Shannon Wilkerson have established a scholarship program in memory of this Erskine graduate, a distinguished teacher, counselor, coach, and author, who received recognition from the Naismith National Basketball Hall of Fame, South Carolina Athletic Hall of Fame, the Erskine Flying Fleet Hall of Fame, and *Who's Who in the South and Southeast*. Income from this fund will provide scholarships for students of high moral character demonstrating exceptional usefulness to society, with preference given to students with financial need. The scholarships are renewable for recipients making satisfactory academic progress and also maintaining the high standards of the award.

Steven A. Winburn Memorial Scholarship – Established by Mr. and Mrs. A. K. Winburn of Hartsville, S.C., in memory of their son, a graduate of Erskine College. The scholarships are based upon social, religious, and academic achievements and activities as well as character references and are renewable provided recipients maintain the high standards of the award.

William Warren Wolff Scholarship – Established by Mrs. William Warren Wolff of Ocala, Fla., in memory of her husband, a distinguished Erskine College graduate. Income from this fund will provide scholarships for worthy and talented young men and women who are dedicated to the study of medicine and who otherwise could not receive such education.

The Ambrose M. and Ida E. Wylie Athletic Scholarship Fund – Awarded to athletes based on criteria set by the Athletic Department.

The Ambrose M. and Ida E. Wylie Academic Scholarship Fund – Awarded to academically gifted students with a preference for minority students.

Julia E. Wylie Scholarship Fund – Established as a memorial to Julia E. Wylie. Scholarships awarded to worthy students.

NOTE: Endowed Scholarships and Institutional Scholarships are interchangeable; an Institutional Scholarship may be replaced with an Endowed Scholarship.

Freshman Tuition Scholarships for 2020-21

Presidential Scholars: Ariel Bishop, Neal Blank, Sharon George

Luke and Amelia Solomon Scholars: Benjamin Headley, Gabrielle Loftis, David Wilkie

Annual Scholarships 2019-20

BB&T: Rhonda Callaway

DukeEnergy: Alexander Bass, Mikayla Glenn, Desmond Grant, Allen Mealing, Jasmine Morse

Sonoco Products Scholarship: James Daniels

South Carolina Student Loan Corporation: Grayson Reames

A.S. Sullivan: Dianna Martin

UPS Scholarship: Raekwon Richburg

Wells Fargo Diversity Scholarship: Darius Dotson

Lettie Pate Whitehead: Lakayla Adams, Nicole Biles, Elizabeth Broughton, Morgan Brown, Daisha Brownlee, Rhonda Callaway, Cassidy Cross, Amber Gray, Iris Gadsden, Raina Hall, Kaimyah Irby, Erin Landry, Katherine Loudermilk, Grace Miller, Madison Plyn, Anna Price, Berenice Rabadan, Kara Rabon, Kara Riddlehuber, Shelby Slatton, Samantha Templeton, Kajah Tisdale, Riley Varner, Elizabeth Walker

The Student Development Office

The Student Development Office is comprised of the Vice President for Student Success, Administrative Assistant, College Physician, Nurse, and Counselor, Coordinator for Campus Life, Coordinator for Residence Life, Coordinator for Student Transitions, Residence Hall Directors, and Resident Assistants.

Residence Life

Erskine College is a residential campus. In order to provide the experiences and opportunities for growth to meet the mission and goals of Erskine College, it is important that the Erskine student live, study, exercise, worship, and socialize in the atmosphere expressly created for that purpose. To promote this end, all students are expected to reside in the residence halls and eat in the dining hall during normal academic terms. All students will automatically be charged a room and board fee by the Business Office unless a statement is received from the Student Development Office indicating a change in this situation.

Every Erskine College student **is required to live in a campus residence hall** unless granted an exemption. An exemption will not be considered unless the student meets one of the following criteria:

- Is legally married.
- Is legally responsible for someone else (as a caregiver, parent, guardian, etc.) and has documentation demonstrating this responsibility.
- Resides with an approved blood relative within a 50-mile radius of the campus **and must**
-notify the Office of Student Development that he/she wishes to commute (a Commuter Certificate will be sent to the legal guardian)

- submit a Commuter Certificate, which must be on file in the Office of Student Development prior to the beginning of the semester the student becomes a commuter.

- Is at least 21 years of age **and must**
 - have at least a 2.5 GPA and not be on academic probation/suspension
 - have no significant judicial history, verified by Vice President for Student Success
 - have the approval of the Athletic Department if the student is an athlete.
- Has a documented medical exemption, with the appeal meeting the following criteria:
 - the medical need must be compelling, such as post-hospitalization with ongoing care
 - requirements for special medical equipment which cannot be met in campus housing
 - the need for special care attendants to help the student.

Note: Issues such as social anxiety, mild depression and cognitive impairment are not typically considered compelling reasons to live off campus. Requests for residing off campus due to asthma/allergies are not typically granted. Students wishing to pursue this avenue need to obtain letters from treating physicians and/or other medical professionals. They must also agree to full medical disclosure with the Office of Student Development.

Food Services

The dining hall operates on a 10- or 15-meals per week basis, or on the basis of the new All Access meal plan. The Student Senate Committee on Food Services works closely with ARAMARK, which manages the college dining facilities, Java City, Snapper's, and POD. The college subscribes to the philosophy that a wide variety of quality foods be served at each meal.

Career Services

A division of Student Development, the Office of Career Services joins the Erskine College faculty and staff, the Alumni Association, the Parent and Family Association, the Board of Counselors, the Board of Trustees and friends of Erskine in providing a broad scope of career orientation and networking services for students and alumni.

The Office of Career Services provides career interest and character assessments, career development and counseling, online career tools and other resources, preparation for graduate school, as well as opportunities to gain service and professional experience (including internships and externships).

Erskine College students and alumni are assisted with creating essential resumé's, developing effective communication skills, generating job-search strategies and interview techniques, as well as identifying potential employers and graduate programs. Also offered are notification of career fairs and professional opportunities and coordination of interviews with employers and graduate schools.

Statement on Services for Students with Disabilities

Erskine makes every effort to reasonably accommodate the needs of students with disabilities in providing access to academic and nonacademic programs. This is done on an individual basis before the student enrolls as well as after enrollment. Erskine provides lifts, elevators, ramps, specially marked parking, and some special restroom facilities and continues to make every effort to provide easy accessibility for all students.

Intramural Programs

The Office of Student Development, under the direction of the Coordinator for Campus Life, offers a variety of intramural activities for students to be involved in throughout the regular terms. These activities may include flag football, soccer, softball, basketball and ultimate Frisbee, as well as others. These activities are open to all students, faculty and staff of Erskine College and Theological Seminary.

Campus Police Department

The purpose of the Campus Police Department is to provide an environment in which students can feel safe to pursue their academic goals; provide programs which will assist students in their personal safety both while they are on campus and after they leave Erskine; and provide security for the buildings on the Erskine campus. The Campus Police officers work cooperatively with the Due West Police Department to see that the campus is safe and secure.

Convocation Program

Convocation is held regularly throughout the year, bringing outstanding speakers to the Erskine campus and providing an opportunity for the entire academic community to come together. Special lecture series bring renowned men and women to the campus for convocation. Chapel speakers and musicians, along with special worship services, are part of the convocation program and are approved for convocation credit. Students are required to attend eight programs per semester.

Cultural and Spiritual Growth

Erskine College provides cultural opportunities through plays, operas, concerts, and lectures throughout the year in carefully planned convocations and a fine arts series. Members of the Music Department and Theater Department also offer plays and recitals during the year. Student-directed plays and musical theater productions have been staged in recent years, allowing our students to hone their skills and showcase their talents.

Christian activities aimed at supporting spiritual growth, fostering healthy relationships, and preparing students for lifelong service and ministry make up a significant element of campus life. The chaplain offers pastoral care, encouragement, and guidance for students and oversees occasions for community worship, Bible study, and volunteer service. Student organizations—including Baptist Collegiate Ministry, Fellowship of Christian Athletes, Fleet Fellowship, Reformed University Fellowship, and the Student Christian Association— sponsor speakers, host Bible studies, and plan mission and service opportunities designed to engage college students and assist them in their spiritual growth. The chaplain's office is located on the ground floor of Watkins Student Center and is open to students seeking spiritual counsel and pastoral care or who are interested in becoming more involved in campus ministry and service at Erskine.

College Regulations

In keeping with the goal of a drug-free campus, possession or consumption of alcohol anywhere on the Erskine campus, including residence hall rooms, is not permitted. Erskine College prohibits the possession or use of alcoholic beverages on campus or at functions elsewhere held by the College or its organizations. Public display, drunkenness, and misconduct are violations of the College conduct rules

and those violating these rules will be sanctioned in accordance with the severity of the violation.

The College prohibits the possession, use or distribution of illegal drugs. Anyone apprehended using or selling illegal drugs on campus will be subject to immediate dismissal.

The College reserves the right to conduct an inspection of any residence hall room or automobile when it has good reason to believe that College regulations are being violated. The College also must reserve the right to request at any time the withdrawal of a student who cannot make the required progress toward graduation or whose conduct is detrimental to his or her health or whose conduct is not satisfactory to College officials.

Suspension can last from a day to as long as a year. Students suspended beyond the end of the semester in which the suspension is invoked must submit a written request to the Director of Admissions in order to resume his or her program after that semester. A student who is expelled will never be allowed to return to campus.

A complete listing of the rules and regulations of the College can be found in the student handbook, *The Pilot*, which is available on the website under "Student Development."

Student and Campus Organizations

Erskine Activities Board (EAB) provides students with a varied program of entertainment such as dances, concerts, and other performances. The EEB supervises a student club, the Hangar, which often features professional entertainers, and is used for dances, plays, coffeehouse, and other student activities. Composed of students from each class, the EEB encourages the participation of all students and seeks suggestions, advice, and help from all in order to function in its fullest capacity.

Intersociety Council is composed of representatives from each of the chartered literary societies on the campus. The purpose of this group is to address the issues related to the literary societies.

The Judicial Council is the student judiciary system of the Student Government Association. The Council is responsible for interpreting and maintaining the SGA constitution and the code of conduct. Council members are appointed by the Office of Student Development and the Judicial Chair.

The Student Christian Association (SCA) opens its membership to all students, and all are encouraged to be active in its endeavors. The SCA sponsors the annual freshman soiree. The SCA annually presents a scholarship enabling an international student to attend Erskine. This scholarship honors the late Dr. Janet Alexander, for many years an honored medical missionary to Pakistan.

Student Government Association (SGA) membership includes all enrolled students of Erskine College, who are entitled to the privileges and bound by the responsibilities of the SGA Constitution. The Student Senate, elected by the student body, serves as the legislative branch of the SGA, and the Judicial Council serves as the judicial branch. Erskine College is proud of its Honor System administered through Judicial Council.

Other student organizations include the following:

Alpha Chi is a national honor society established for the promotion and recognition of scholarship and of those elements of character which make scholarship effective for good among students in the academic divisions of colleges and universities in the United States of America and other countries.

Alpha Epsilon Delta is a national health preprofessional honor society dedicated to the encouragement and recognition of excellence in preprofessional health scholarship in medicine,

dentistry, veterinary medicine, and other areas.

Alpha Psi Omega is an honorary fraternity. Membership in the Rho Psi Chapter at Erskine is based upon accumulation of points by acting in productions or by working backstage in the field of dramatics. Admission standards are set by the national organization.

American Chemical Society membership is open to majors in chemistry, pre-medicine and science who are recommended by American Chemical Society members. A student affiliate branch of the American Chemical Society was established at Erskine in 1969.

Beta Beta Beta, the National Biological Honor Society, offers outdoor activities, service projects, and associate membership to any student, regardless of major, who has an interest in the life sciences. Students excelling in biological or biochemical sciences can attain full membership, as well as the opportunity to conduct and present laboratory or field research projects at regional meetings. Erskine's Sigma Gamma Chapter was founded in 1967.

Council for Exceptional Children, sponsored by the education department, is a service organization dedicated to improving and researching special education techniques and methods.

Denominational Groups, sponsored by various denominations represented on the Erskine campus, include the Associate Reformed Presbyterian Student Union and Baptist Campus Ministries. Other denominational groups form as interest dictates.

Ducks Unlimited is a national non-profit and Erskine College Ducks Unlimited is a nationally recognized and chartered branch of the organization. Erskine College Ducks Unlimited hosts a yearly banquet with proceeds going toward the preservation and conservation of wetlands.

Epsilon Sigma Tau, standing for "Erskine Student Teachers," is a chapter of the Student National Educational Association. Membership is open to all classes, and meetings are held monthly.

Bella Voce, Chamber Singers, Choraleers, Jazz Band, and Sinfonia are ensembles sponsored by the Music Department for students from any major. Ensembles participate in performances each semester.

Erskine Players consists of students with an interest in dramatics. Membership is open to all students who are interested in any phase of the theatre. Under capable direction, this group has produced such outstanding plays as *As You Like It*, *A Doll's House*, and *She Stoops To Conquer*.

The Erskine Society for Psychology is to foster an environment for academic discussion and to create opportunities for delving into psychological topics of contemporary significance for all members of the Erskine community. This purpose shall be partially fulfilled through community service, public seminars, and other projects.

Fellowship of Christian Athletes is open to players, coaches, trainers, and others interested in sports in order to promote Christ on the campus and in the community. Club members enjoy fellowship with one another and being involved in community service projects.

Fleet Nation seeks to inspire, support and motivate all athletes. Members plan to increase awareness of and attendance at all sporting events and improve the spirit of Erskine College.

Hands for Hope (formerly Habitat for Humanity) was established as an Erskine College Chapter of Habitat for Humanity in 1988 through cooperation with the Anderson County, S.C., Habitat. The group provides volunteers and raises funds to help this international non-profit Christian housing ministry while also participating in a variety of other service projects in the community.

Literary Societies are literary, social and service organizations for Erskine students. The

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Euphemian and Philomathean Societies are for men and the Athenian, Euphemian Little Sisters, Philomelean, Chi Little Sisters, and Chi Lambda Sigma Societies are for women. The Intersociety Council governs all literary societies.

Omicron Delta Kappa is an outstanding national leadership honor society. A circle was organized at Erskine College in 1964. Men and women of the junior and senior classes who excel in scholarship, leadership, and service are selected for membership. The society also consists of faculty, administrators, and alumni who have exhibited exceptional leadership and service.

Organization of Athletic Trainers, Iota Tau Alpha, promotes Athletic Training on the Erskine College campus, provides opportunities for expression of thoughts and ideas pertaining to sports medicine as well as for participation in conferences and workshops in the state and district.

Phi Alpha Theta is an international honor society in history. To qualify, students must rank in the top third of their class, have a 3.1 grade-point ratio in history courses, and have completed at least 12 hours in history. Phi Alpha Theta honors meritorious scholarly works by its members with awards. Members may also present papers at regional meetings. The Psi Xi Chapter was installed in 1978.

Rock Climbing Club promotes and encourages the sport of rock climbing at Erskine College. Participants will learn how to belay other climbers as well as other safety techniques for indoor and outdoor climbing. Climbing trips are taken throughout the year, and the club maintains the rock wall.

Rotoract is a service organization providing an opportunity for young people to enhance their personal development, address the needs of their communities, and promote better relations between all people worldwide through a framework of friendships and service.

Servant Ministries was established to encourage and oversee the involvement of the Erskine student body in Widows' Watchman Ministry.

Sigma Tau Delta is a national honor society recognizing excellence in scholarship and creative writing and achievements of local chapters with awards presented at its annual convention. Members must be English majors or minors, rank in the top 35 percent of their class, have a minimum 3.0 GPR in English courses, and have completed at least six hours of English courses above the freshman level. The Xi Phi Chapter was installed at Erskine College in 1987.

Society of Physics Students is open to students interested in physics, and is a chapter of the National Society for Physics Students. Sigma Pi Sigma membership is given to outstanding physics students who are members of the Society of Physics Students.

South Carolina Student Legislature exists to promote student input into public policy-making in South Carolina and to educate students about the functions of democratic government.

Theta Alpha Kappa is a national honor society recognizing success in the field of religious studies.

Visual Arts Society of Erskine (VASE), open to all students, serves as an avenue for artistic development and discovery, and promotes the visual arts on the campus.

Student Communications

The Erskine Arrow. The college yearbook is published annually by a student staff. Each full-time student receives a copy through the Student Activities Fee.

The Mirror. The campus newspaper is published by the students both online and in print format. Students automatically subscribe to the newspaper through the Student Activities Fee.

The Pilot. This student handbook is published annually by Student Development. It provides information about Erskine activities, organizations, policies, and traditions.

Student Awards

H.M. Young Ring. Funded by the family of H.M. Young, this highest award given to a senior is based on scholarship, Christian character, and promise of future usefulness to society. 2019 recipient: Elizabeth Rebecca Bishop

Algernon Sydney Sullivan Award. The Algernon Sydney Sullivan Foundation presents annually a medallion to a young man of the senior class who manifests qualities of heart, mind, and conduct that show a spirit of love for and helpfulness to others. 2019 recipient: Zachary Stephen Morgan

Mary Mildred Sullivan Award. The Algernon Sydney Sullivan Foundation presents annually a medallion to a young woman of the senior class who manifests qualities of heart, mind, and conduct that show a spirit of love for and helpfulness to others. 2019 recipient: AnnaTaylor Rae Hydrick

Distinguished Service Award. This award recognizes students whose character and leadership have enabled the Erskine community to experience growth and development in all areas of campus life.

Circle of Leaders. Initiated in 2011, this award recognizes graduating seniors whose leadership has made a lasting impression on the Erskine community.

Buddy Ferguson Legacy Award. This award is presented on behalf of Buddy Ferguson and the Student Government Association to a recipient who exemplifies excellence in service to Erskine.

Daniel Arnold Spirit of Erskine Award. The Spirit of Erskine Award was established in 2014-15. Its name was changed following the death of Daniel Arnold, a student who exemplified school spirit.

Distinguished Senator Award. Voted on and presented on behalf of the SGA cabinet, this award honors an exemplary senator committed to SGA, the student body, and the unity of the community.

Literary Society Man and Woman of the Year. These awards are presented to the man and woman who exemplify leadership and involvement within the Greek community at Erskine.

Honorary Senator Award. Presented on behalf of SGA members to recognize someone who is not a current member of SGA, but exemplifies the purpose, mission, vision, and values of the organization.

Organization of the Year. This award is presented annually to the most outstanding student organization on campus.

Organization Advisor of the Year. This award is presented annually to the most outstanding faculty or staff organization advisor.

Resident Assistant of the Year. This award is presented annually to a current Resident Assistant who lives out the mission, vision, and values of Erskine College and the Office of Student Development.

Ruble Servant Leadership Award. Established by SGA and funded by a gift from President Emeritus Dr. Randall T. Ruble, this award recognizes servant leadership at Erskine College.

The President's Award. Presented by the SGA president on behalf of SGA, this award honors a student who has shown exceptional commitment and enthusiasm for Erskine College.

Athletic Programs

The college maintains sound and varied recreational and athletic programs. The college encourages sports activities among all students in a belief that participation in sport at the intercollegiate, intramural, or recreational level aids in the overall personal development of the individual.

Erskine competes dually on the intercollegiate level as a member of the National Collegiate Athletic Association (NCAA) Division II as a member of Conference Carolinas and as a member of the National Christian College Athletics Association (NCCAA). The College fields 25 intercollegiate teams: men's and women's basketball, golf, indoor track and field, outdoor track and field, soccer, and volleyball; men's baseball and football; women's beach volleyball, cross country, lacrosse, softball, and tennis;

acrobatics and tumbling, bass fishing, cheerleading, esports, pep band, and rodeo.

Mission of the Athletic Program

The Erskine College Department of Athletics is dedicated to the ideals of Erskine College and is a part of the college's mission to equip students to flourish as whole persons. Through a commitment to the growth and development of our student-athletes, our coaches and staff strive to bring credit to the College as a whole.

The mission of the department is to create an environment in which student-athletes can be competitive both on the field of play and in the classroom, while maintaining integrity, sportsmanship, humility, and a Christlike attitude toward others. The department exists to enhance the diversity and quality of student life and to aid in the character development of student-athletes. Members of the department encourage habits that lead to lifelong well-being and provide equitable opportunities for all student-athletes and coaches. Additionally, the department itself strives to follow all rules laid out by the NCAA and Conference Carolinas.

To fulfill this mission, the department stresses integrity and honesty in every area of operation and has developed a philosophy to provide guidance and direction for the personnel in the department. This mission and accompanying philosophy require a special dedication on the part of all associated with Erskine Athletics.

The Academic Office

The Academic Office is led by the Provost, with the assistance of the Administrative Dean, the Institutional Registrar, and a number of staff members.

The Curriculum

Erskine offers a broad-based education combining work in diverse disciplines, proficiency in basic skills, fields of major concentration, and elective courses.

Academic Calendar

Erskine's academic calendar includes traditional fall and spring semesters. During each semester, the student usually enrolls in four courses.

Degrees Offered

The College offers the Bachelor of Arts degree, the Bachelor of Science degree, and the Master of Science in Athletic Training degree. The Bachelor of Arts degree is offered for programs in the liberal arts and sciences. The Bachelor of Science degree is offered in certain applied studies or career-oriented programs and in specific programs in the natural sciences to prepare students for graduate schools.

A candidate for the Bachelor of Arts degree can choose a major discipline from American Studies, Bible and Religion, Biology, Chemistry, English, Health Science, History, Mathematics, Music, Political Science, Psychology, and Social Studies.

A candidate for the Bachelor of Science degree can choose a major discipline from Biology, Business Administration, Chemistry, Early Childhood Education, Elementary Education, Health Science, Music Education, Physical Education and Coaching, Psychology, Special Education, and Sport Management. Erskine also cooperates in dual degree programs in engineering fields with Clemson University.

Those earning a bachelor's degree must fulfill the following requirements:

1. Basic curriculum as listed on page 66;

2. Major course requirements as noted by each department;
3. Completion of 124 semester hours of credit measured at 2.0 grade point ratio (GPR);
4. Work of senior year (the last 30 hours) taken on the Erskine campus with a GPR of 2.0 during that year;
5. A 2.0 GPR in major and minor courses taken at Erskine.

The senior year must be spent in residence at Erskine College. Attendance at Commencement exercises is no longer required, but the Academic Office must be notified of absence from this event at least two weeks prior to the day of graduation. Transfer students are required to take at least one-half of their credit hours in the major and minor at Erskine.

Student Responsibility for Graduation Requirements

While direction and advice will be offered by faculty advisors, **each student is held responsible for knowing and completing all requirements for graduation.**

Academic Accommodations

A student who has a documented learning disability may be eligible for academic accommodations. To be considered for academic accommodations, the student must submit a completed "Request for Academic Accommodations" form and any supporting documentation to the Administrative Dean.

Academic Honors

To qualify for traditional Latin citation honors, students must have completed at least two years of their baccalaureate program at Erskine. Having met the residency requirement, degree candidates with a GPR of 3.85 or higher graduate *summa cum laude*; those with a GPR of 3.70 or higher, *magna cum laude*; and those with a GPR of 3.60 or higher, *cum laude*.

Garnet Circle comprises the 25 students currently enrolled who attained the highest scholarship record during the previous year.

The Dean's List, published each fall and spring semester, recognizes those full-time students who earn a GPR of at least 3.80.

Departmental Honors

Many departments at Erskine College recognize individual students who graduate with academic distinction in their chosen field of study. To graduate with honors in a particular discipline or major within a department requires that the student meet the following requirements. Students must achieve a 3.3 cumulative grade point average, a grade point average of at least 3.6 in the discipline or major, complete all other departmental requirements, and complete a Declaration of Intent to graduate with honors before starting the senior year. (See the catalog description of each department for further requirements.) The Declaration of Intent to graduate with departmental honors should be completed sometime in the junior year or not later than the first day of the student's senior year.

Pre-Professional Programs

The Academic Office will direct students who plan careers in teaching, law, ministry, medicine, dentistry, veterinary medicine, and allied health professional fields to the appropriate pre-professional advisers. These advisers will help students plan the most beneficial courses of study to prepare for professional school. Erskine graduates have excellent records of acceptance in professional and graduate schools.

Cooperative Programs

Off-Campus Study. Erskine offers opportunities for study abroad with the University of St. Andrews at St. Andrews in Scotland; with the OSAP program at Oxford University in England; with the University of Aix in Aix-en-Provence, France; with Tandem Escuela Internacional in Madrid, Spain; with the Universidad de Alicante in Alicante, Spain; and with the Universidad Veracruzana in Jalapa, Mexico. A student may choose to take either fall or spring semester or a full year. A student's enrollment in one of these approved study abroad programs is considered enrollment at the home institution for the purpose of applying for Title IV assistance.

A faculty committee monitors this program, receives and screens applications, interviews candidates, and makes recommendations to the Administrative Dean of the College as to whom should be selected each year. As a minimum, candidates should have a cumulative GPR of 3.0 and a minimum combined score of GPA and SAT of 4.1 (according to exponential model). The following table gives some minimal values of SAT and GPR:

SAT 1100 1090 1080 1070 1060 1050 1040 1030 1020 1010 1000

GPR 3 3.05 3.1 3.15 3.2 3.3 3.4 3.5 3.6 3.8 4

Interested students must submit their requests for candidacy to the Off-Campus Study Committee by March 1 of the year preceding the year of intended study. If approved, students must then apply to the overseas institution for admission. The final admissions decision is made by officials at each of the respective off-campus sites.

St. Andrews is a comprehensive university and should be able to accommodate a student in almost any field. The Aix-en-Provence program hosts students from around the world who are studying French language, civilization, and literature. Courses at Aix are offered in French and in English.

Students live and take meals with French families. At the Tandem Escuela Internacional in Madrid, at the Universidad de Alicante in Alicante, and at the Universidad Veracruzana in Xalapa, a variety of language, civilization, and literature courses taught in Spanish are available. Students live and take meals in Spanish homes.

Travel course opportunities have taken students to Africa, China, Europe, the Galapagos Islands, Russia, the United Kingdom, the West Indies, and Central and South America. Students participating in an approved off-campus study program may transfer eligible financial aid to be applied toward the student's cost of the study abroad program. If funds are wired to the study abroad university, the student will be responsible for any additional amount due as a result of exchange rate differences.

Actuarial Science. Erskine College maintains an actuarial science dual degree program with Clemson University. This program offers a robust Christian liberal arts foundation coupled with a significant level of mathematical and statistical coursework in preparation for an actuarial career path. Students in this program typically complete three years at Erskine and two years at Clemson, earning a bachelor of science degree in mathematical sciences (with an emphasis in actuarial science) from Clemson and a bachelor of arts degree in mathematics from Erskine.

Engineering. Erskine College maintains an engineering dual degree program with Clemson University. This program offers a robust Christian liberal arts foundation coupled with a significant level of technical specialization. Students in this program typically complete three years at Erskine and two to three years at Clemson, earning a bachelor of science degree in engineering from Clemson and a bachelor of arts degree in biology, chemistry, or mathematics from Erskine.

Medical Technology. Students seeking a career as medical technologists may earn the Bachelor of Arts degree after a three-year curriculum of prerequisites at Erskine, followed by a one-year clinical program at any hospital listed in the Registry of Medical Technologists of the American Society of Clinical Pathologists. Students may complete their clinical year in a South Carolina facility or any other

accredited hospital in the United States.

Nursing. Erskine students wishing to receive a degree in nursing are able to complete all of the prerequisite courses during two or three years of study at Erskine, after which they may transfer to any accredited school of nursing to complete their degree. Students are urged to make early contact with their academic advisor and the dean of the appropriate nursing school to ascertain that admissions requirements will be met.

Pre-Professional Externships

Pre-professional externships at Erskine College are offered in several areas, including athletic training, health-related fields (medicine, dentistry, medical technology, pharmacy, etc.), business, engineering, journalism, law and government, library science, ministry, social services, and veterinary medicine. Externships require an on-campus faculty sponsor and an off-campus professional sponsor. Students are required to complete the appropriate form and submit it to the Academic Office by the announced date each year in order to qualify.

Students permitted to enroll in an externship should have, in the judgment of the appropriate faculty, a realistic likelihood of being able to enter the profession under consideration. Before being considered for an externship, the student must have attained at least sophomore status, have a minimum overall grade point ratio of 2.0, and have at least one course in the appropriate field. Students taking pre-medical, pre-dental or pre-veterinary medical externships must have a GPR of at least 3.0. Other departments may establish a higher minimum GPR for specific externships. A student may receive credit for only one externship per major. Externships are graded Pass/Fail.

During the externship, the student is required to prepare a diary of each day's activities and to perform the duties and prepare the readings assigned by the professional sponsor. The student is also required to submit a critical analysis of the experience and to meet other requirements set by the faculty sponsor.

The faculty sponsor is responsible for informing the student and the professional sponsor of the expectations of the college and for evaluating the work the student submits at the end of the term. Faculty sponsors must be chosen as follows:

Business – Department of Economics and Business

Education – Department of Education

Engineering – Department of Chemistry and Physics

Health-Related Professions – Department of Biology; Chemistry and Physics

Journalism – Department of English

Law & Government – Department of History and Political Science

Library Science – Librarian

Ministry – Department of Bible, Religion, and Philosophy

Social Service – Department of Psychology and Sociology

Theater – Department of English

Veterinary Medicine – Department of Biology

Professional sponsors should be persons with appropriate educational and professional background so as to be able to provide a satisfactory experience for the student. The professional sponsor may not be a relative of the student. The professional sponsor is responsible for monitoring the student's attendance daily, providing time for discussion of the profession, and providing reading materials illuminating important aspects of the field. The professional sponsor must also certify to the faculty

sponsor whether the student's participation in the externship was satisfactory or unsatisfactory.

The externship is a practical educational experience. The purpose is to provide the student with a realistic, day-to-day view of the profession, rather than to ask the student to perform merely routine tasks. The externship is different from a short-term job in several aspects: (1) the student is provided with an overview of the profession rather than concentrating on one narrow area; (2) the professional sponsor agrees to devote time to discussing the advantages and disadvantages of the field and ethical and philosophical considerations that may arise; (3) the student is provided readings in the field which he/she may be required to summarize and/or discuss with the professional and/or the faculty sponsor; and (4) the student is required to provide a critical analysis of the externship at the conclusion of the term. Because it is viewed primarily as an educational experience, the College does not permit monetary compensation to the student; the student receives four credit hours toward the Erskine degree. Pre-professional externships should be substantially different from the participant's prior experience.

Academic Advising

An important part of the philosophy of Erskine College is that each student should receive personal advice and guidance about academic decisions. Such advice is especially important in the freshman year. The College therefore assigns each freshman to a faculty advisor who assists with the design of a program of study as well as any other problems which may occur.

The program of freshman advising is overseen by the Administrative Dean of the College and the Registrar. If academic problems should occur during the year, the faculty advisor may require the student to attend tutorial sessions or special study sessions.

Once students select a major field of study and officially declare a major with the Registrar's Office, they receive counseling from faculty advisors within their chosen field of study.

When confronted by unusual problems, the student may consult with the Registrar or Administrative Dean. If the problem involves personal dimensions, the student may consult with the Office of Student Development for assistance or referral. The Office of Student Development also oversees a program of career orientation and counseling.

Classification

Academic progress is measured both by semester hours and quality points. Students must earn twice as many quality points as semester hours attempted at Erskine in order to graduate. Quality points are awarded as outlined on page 61.

Credit transferred from other institutions is applied toward graduation, but does not affect a student's ratio of quality points to hours attempted at Erskine.

Students are divided into classes as indicated below:

Freshman	fewer than 26 hours
Sophomore	minimum of 26 hours
Junior	minimum of 56 hours
Senior	minimum of 87 hours

Definition of Credit Hours

Erskine operates on a traditional semester hour system. Students must complete at least 124 credit hours to earn a baccalaureate degree. A full-time course load is 12-16 credit hours. A credit hour is typically defined by one hour per week (50 minutes) of in-class instruction, plus another two hours of work outside of class for some 16 weeks. Though Erskine semesters are shorter than 16 weeks,

50-minute classes are taught at least three times per week, and 80-minute classes at least twice per week, thus falling well within the parameters of this Carnegie-based definition.

Exceptions to this definition include studio courses, clinical experiences, directed research, internships, externships, practicums, and other experiences faculty offer to students outside of the typical classroom or laboratory setting.

Study at Another Institution

Students wishing to be transient students during a semester or summer session at another institution must get prior permission from the Registrar's Office. Only work completed with a grade of "C" or better is considered for transfer/transient credit. Students must be in good academic standing before permission is granted to study off-campus.

A maximum of 64 hours may be transferred from an accredited two-year institution. The last 30 hours and half the required hours in the major and minor areas must be completed at Erskine College.

Limitation of Semester Hours

Students whose cumulative grade-point ratio is lower than 3.0 will not be allowed to carry more than the normal load of 12-18 hours. Upperclassmen who wish to take a maximum of 21 credit hours must have a cumulative grade-point ratio of 3.5 or higher and must secure the permission of the Administrative Dean. Only in the rarest circumstances will a student be permitted to take more than 21 hours. A student on academic probation may not take more than 16 hours in a semester. A first-year student admitted provisionally may not take more than 16 hours during the first or second semester.

Students enrolled for fewer than nine semester hours of credit are classed as "special students" and special fees apply.

Each student not classified as a "special student" must carry a minimum load of nine semester hours to remain in college.

Any student wishing to audit a class must complete the application to audit a class prior to the beginning of the appropriate semester. The form may be obtained from the Registrar's Office.

Part-time students wishing to audit courses may do so by paying at the rate of half the stated charges. Except for an occasional visitor, no one is permitted in a class who is not regularly enrolled or registered as an auditor for the particular course.

Online Courses

Students may take a maximum of 24 semester hours online, of which no more than 12 hours can be taken at another institution. All 24 semester hours may be taken at Erskine. Students wishing to transfer credits for an online course taken as a transient student at another institution should contact the chair of the appropriate department if the course is required for the major or minor.

Courses Selected or Changed

During the third month of the spring term and the fall term each student should, in consultation with the faculty advisor, select courses for the following term. Freshmen are not allowed to take 300- or 400-level courses.

Any change in the course of study must be made at stated times during the first week of the semester with written permission.

Courses discontinued (with permission) after the first week of the fall or spring term are recorded WA (withdrawal authorized). Courses dropped after the date announced in the registration bulletin for each long term are recorded WF (withdrew failing). The drop deadline is publicized at each

registration. Courses recorded WF are counted as hours attempted in the grade point ratio, while grades of WA are ignored in computing the grade point ratio.

Independent Study

Students may be permitted to do independent academic work in close consultation with a professor. They must have completed at least one course in the discipline, have an overall grade point ratio of 2.50, and sophomore standing. Students may take no more than 10 percent of the total semester hours in independent study. Such independent study is numbered 410 in the discipline and must be supervised by a member of that department.

To register for independent study, a form which describes the chief requirements must be completed, be endorsed by the department chair and Administrative Dean, and be filed in the Registrar's office.

Examinations and Grades

Examination periods are scheduled at the end of the fall and spring terms. Except in multiple-section courses, each professor determines whether to give final examinations. In multiple-section courses, this decision is made by the department concerned.

Grade reports are processed within a week following the closure of each term. Students may access their grades for the term via the Student Portal in CAMS (Comprehensive Academic Management System) as soon as grades are verified by the Registrar's Office. Rank in each subject is reported as follows:

Grade quality points per semester hour:

Grade	Grade Points	E Conditional failure (see below)
A	4.000	I Incomplete
A-	3.700	W Administrative withdrawal
B+	3.300	WA Authorized withdrawal
B	3.000	WF Withdrew failing
B-	2.700	P Passing grade of work (C or better)
C+	2.300	LP Passing but at a low grade of work
C	2.000	CR Credit
C-	1.700	
D+	1.300	
D	1.000	
F	0.000	

An "E" or conditional failure in a one-term course entitles the student to a reexamination. In the case of a two-term course, an "E" in the fall term may be raised to a "D" with the written permission of the instructor if in the spring term the student achieves a grade of "C" or better.

An "E" (conditional failure) in a one-term course or "I" (incomplete) in any course must be removed within six weeks of the beginning of the succeeding fall or spring term after the grade is received. Otherwise, these grades automatically become "F."

A course discontinued between Drop/Add Day and the announced date of the automatic WF is recorded as WA. The date is publicized each semester.

Pass/Fail Option. Selected courses are graded Pass/Low Pass/Fail. The grade of Pass indicates

work at or above the "C" level. A student after the first term may take one course per term Pass/Low Pass/Fail except for courses meeting General Education Requirements. The 410 courses (Independent Study) are excepted from this regulation since Pass/Low Pass/Fail is the norm in those instances. Students taking courses under this system must properly register with the Registrar at the beginning of the term. No courses required for the major or minor may be taken for pass/fail credit unless otherwise indicated in the departmental section of the catalog. Exceptions to this policy are any courses which are normally designated as pass/fail.

Right to Appeal a Grade

Students have the right to appeal a grade received in any course. Any appeal must be initiated with the Academic Office in writing within forty-five days after the close of a term. It is the responsibility of the student to check with the Registrar if grades are not posted in a timely fashion. The written appeal must include specific issues regarding the grade and must be copied to the professor. If the resulting correspondence between the faculty member and student does not resolve differences, for further appeal the student must make a written request to the Administrative Dean, providing a copy of the correspondence between the student and faculty member. If differences are not resolved with the Administrative Dean, for final appeal the student must submit a letter of appeal to the Chairman of the Academic Regulations Committee, along with copies of all correspondence relating to the case and any other documentation deemed appropriate.

Grade Point Ratio

In calculating a student's grade point ratio, the total number of quality points accumulated by the student is divided by the total number of semester hours attempted for a letter grade by the student at Erskine College.

Courses taken at other institutions or on the Pass/Fail Option do not affect the grade point ratio.

Repeating Courses

A student may retake a course for the purpose of improving a grade only if a grade of "C-" or lower was earned previously.

The last grade earned shall be used to determine credit for the course and in the computation of the student's grade point ratio, although the student's record will list the course and grade each time it is taken. This policy applies only when the student completes the course; and it may be applied to no more than three different courses.

Should a fourth course be retaken, both grades for that course will be computed in the grade point ratio. A student may not select the Pass/Low Pass/Fail option in repeating a course first taken under the standard grading scale.

No student who fails a course twice may take it a third time without permission from the Administrative Dean of the College and the course professor.

Attendance at Convocations

Students are required to attend a minimum number of Convocation programs each semester. Students who attend fewer than the minimum number of programs in a given semester will be fined \$25 for each program short of the requirement. The program includes Chapel or Convocation on Tuesday at 11 a.m. and special afternoon or evening approved events.

Dismissal From Class

1. Course instructors may dismiss students from a course for adequate cause. Students dismissed have the right to appeal the decision to the Academic Regulations Committee within 48 hours.

2. Before a student can be dismissed from a course, the professor must have given prior written warning to the student that the student is in imminent danger of dismissal. If the student is later dismissed, written notification must again be given. Copies of the notices shall be sent to the Academic Office and the Office of Student Development.

3. If dismissal from a course causes the student's course load to fall below that required to remain in the residence hall, the student may petition the Office of Student Development to modify this requirement. Appeals may be made to the Presidential Appeals Committee.

Recording of Lectures

Students may record class sessions only with the approval of the course professor and only after signing an agreement that the use of the resulting recordings, transcriptions, or copies thereof will be restricted to studying for that or closely related courses and may not be released or used for any other purpose. Forms are available in the Academic Office.

Supplemental Instruction (SI)

Supplemental Instruction is an academic success program administered through the Academic Office. SI offers regularly scheduled peer-facilitated review sessions, led by tutors who have previously completed the course. Tutors are trained to cover such topics as how students learn, as well as instructional strategies aimed at strengthening academic performance. Students who attend SI sessions practice appropriate application of study strategies as they review course content and have the opportunity to become more actively involved in the course.

All SI sessions are free of charge, and all students are strongly encouraged to participate in the program. Although Erskine does not offer a learning disabilities (LD) program, certain needs of students with learning disabilities may be met within the structure of SI. Other special needs that LD students might have can be addressed by the Director of SI. Special services may include private tutoring and assistance in word processing papers.

Academic Probation and Automatic Suspension

Students whose academic progress gives little hope of graduation are suspended from the College. Students whose work is below standard and who, therefore, are in danger of suspension are placed on academic probation. Special allowances may be made for first-term freshmen.

A student will be placed on probation in these circumstances:

1. Failure to earn at least six hours and nine quality points, or
2. Earning less than half of the hours attempted in the preceding grading period, or
3. Cumulative grade point ratio falling in the range shown in the following table:

Hours Attempted	Automatic Suspension	Probation Status	Avg. Work
0-32	less than 1.20	1.20-1.60	2.00
33-64	less than 1.40	1.40-1.70	2.00
65-93	less than 1.50	1.50-1.80	2.00
94-	less than 1.70	1.70-1.90	2.00

When a student's grade point ratio falls below the automatic suspension limits, the student is suspended from the College. Notifications to that effect will be sent as early as possible by the Administrative Dean of the College. If the student believes there are extenuating circumstances which warrant a reconsideration of suspension, the student should contact the Administrative Dean. A decision will be made following consultation with professors who have taught the student. Any reinstatement granted will be on a probationary basis.

Any student who has been suspended for failure to meet the minimum academic requirements may apply for readmission after being out of college for one term. If readmitted, the student will be under the rules of academic probation (see below).

The college will not accept credits earned at another institution while a student is suspended from Erskine.

Probation/Suspension lists are published in January, June, and August of each year. Students whose GPR falls within the ranges described above will be notified by the Academic Office.

A student on academic probation is subject to the following regulations:

1. The student's academic program must be approved by the faculty advisor and the Academic Office.
2. With the permission of the Academic Office and the faculty advisor, the student may retake courses failed.
3. The student must earn a GPR of 2.0 during the probationary term or raise the cumulative GPR above the probationary range.
4. The student may be absent only one time without an excuse from each class. The student is not eligible for excused absences as a member of college organizations, including athletic teams.
5. The student should confer with instructors and consult with the faculty advisor in order to get all possible help from them.
6. The student may be advised or required to attend summer school at Erskine for the purpose of improving the GPR.

If a student, during the probationary semester, earns a 2.0 GPR but fails to raise the cumulative GPR above probationary status, permission may be granted for an extension of probation for one term. If the student does not raise the cumulative GPR above probationary status by the end of the second term of probation, the student will be automatically suspended.

Although the Academic Office will notify the student by letter of the obligations and dangers of the status of academic probation, each student is responsible for being aware of his/her own academic status and the pertinent regulations.

Special Regulations For Students Receiving VA Benefits

In compliance with guidelines issued by the Veterans Administration, the following special regulations regarding students at Erskine who receive Veterans Administration benefits (veterans and orphans and widows of veterans) will supersede the corresponding regulations above:

1. These students may not receive VA benefits if placed on academic probation for a second consecutive term.
2. These students must drop courses not later than mid-term, except in extenuating circumstances. Courses dropped after mid-term must be given the grade of "F."

3. These students must report to the Registrar if they withdraw from a course or from the institution.
4. Minimum credit hour load for a veteran to be considered a full-time student is 12 credit hours.

Policy for Involuntary Call to Active Military Duty

Any student who is involuntarily called to extended active military duty (other than the normal two-week training period) and withdraws from Erskine College will be given special consideration upon producing military orders showing a call to active duty. Procedures are as follows:

1. Military Orders must be presented to the Registrar's Office. The on-campus certifying official for the Veteran's Administration (VA) will file the necessary paperwork with the VA upon submission of the withdrawal form. As needed, the Registrar will provide copies of the official orders to all campus administrators.
2. A Withdrawal Form must be completed and submitted to the Registrar's Office. If the student is unable to submit the form (leaves in the middle of the night, etc.) he/she should appoint someone to do his/her paperwork, and give that person a signed note showing the person is acting on the student's behalf (a family member or friend). Power of attorney paperwork must be shown if the student has appointed someone as power of attorney.
3. Students may be given a Leave of Absence if requested in writing and attached to the Withdrawal Form. The leave of absence can be for either one or two regular semesters. This leave of absence may be extended beyond the two regular semesters provided proof is shown that military active duty is required beyond this time.
4. A notation on the student's transcript will show that the student is on extended active military duty. This notation will read "Withdrew (DATE) due to Involuntary Activation for Military Service."
5. Tuition and course fees will be refunded as follows:
 - a. Students receiving financial aid will be subject to the federal policy on return of Title IV Funds. In some cases, a student who has already received excess financial aid funds may be required to return part or all of the financial aid refund.
 - b. Students not receiving financial aid may choose to receive a refund or a tuition credit (to be used upon return from active duty).
 - c. No refund will be given for any courses in which a student is given a grade of "I" (incomplete). In cases where a full-time student gets an incomplete on some course(s) but not on others, the tuition and fees for the incomplete course(s) will be computed on a credit hour basis plus any other fees related to the particular course(s) in question. The amount computed in this manner will NOT be refunded. The "incomplete" will remain until the student returns from active duty at which time the work on the course must be completed within the normal time specified by the Registrar's Office.
 - d. Fees for campus housing and meal plans will be prorated from the time the student leaves for active military duty and appropriate refunds given.

Requirements for Graduation

Part 1: THE CORE CURRICULUM

Since Erskine's founding in 1839, its undergraduate program in the Christian liberal arts has embodied the motto *Scientia cum moribus conjuncta*—knowledge joined with morals—shaping the lives of individuals for service to God and others. The current core curriculum continues this worthy tradition by equipping students to flourish as whole persons through a course of study that develops their intellect, character, and faith. The core curriculum encourages students not only to find their own voice and discover their talents, but also to recognize their responsibilities to others in community. Ultimately it prepares graduates to be resourceful persons capable of responding wisely to the challenges and opportunities in their own lives and in our diverse and changing world.

Providing the framework for the core curriculum are seven competencies that students acquire by taking courses deemed to be foundational and formational. **Foundation** courses introduce students to different disciplines, strengthen their communication and analytical skills, and impart knowledge about humanity, nature, and Scripture. Together they prepare students for more advanced learning in **Formation** courses. These upper level classes positively challenge students' thinking about themselves, the world, and God, as well as the relationships that exist among all three. Formation courses hone skills and expand knowledge through discipline-specific perspectives, but they go further in integrating critical analysis, problem-solving, and morals and ethics.

Foundation courses should be taken during students' first two years, whenever practicable. There is no limit to the number of formation courses that may count toward a major or minor.

Transfer students who have earned an associate's degree from an accredited institution are not required to take the following courses: HS 105, PE 102, and WC 201.

Students must take two science courses in different disciplines (e.g., BG and CH; BG and PH; CH and PH).

CORE COMPETENCIES

The core curriculum prepares students to demonstrate proficiency in the following areas:

- *Communicating Clearly and Creatively*
- *Analyzing Information Logically and Quantitatively*
- *Responding to the Human Story*
- *Exploring Nature as Inquirer and Steward*
- *Developing a Lifestyle for Wholeness*
- *Engaging Society as Neighbor and Citizen*
- *Seeking Faithful Understanding*

FOUNDATION AND FORMATION COURSE REQUIREMENTS (*a minimum of 55 s.h.*)

Communicating Clearly and Creatively (12 s.h.)

Communication is at the heart of liberal arts learning. As one of the vital functions of the human mind, communication allows a person to express individuality and to relate to others. It involves listening and reflecting, and conveying thoughts clearly, especially using the written and spoken word. Effective communication skills enable students to express ideas and emotions, discover and convey opinions, and construct convincing arguments.

In our globalized world, communicating clearly includes foreign language study, an endeavor fostering humility while also facilitating cross-cultural understanding. Exposure to the arts reveals other modes of communication that convey meaning in different ways, yet exert profound powers of

influence. Equipped to communicate clearly and creatively, students are able to participate more fully in diverse areas of life.

STUDENT LEARNING OUTCOMES for this core category:

- 1) Students will demonstrate the components of clear communication.
- 2) Students will demonstrate competency in or understanding of creative expression.

Foundation

Communicating Clearly3 s.h.
Composition and Literature: EN 102 or 103

Formation

*Communicating Across Cultures.....6 s.h.
**See Modern Language section on page 154*

Communicating Creatively.....3 s.h.

- Design: AR 105*
- Drawing 1: AR 170*
- Ceramics: AR 190*
- Introduction to Sculpture: AR 195*
- Introduction to Digital Photography: AR 210*
- Publication & Illustration Graphics: AR/BA/IT 225*
- Image Design Graphics: AR/BA/IT 226*
- Theater Practicum (1 s.h., 3 s.h. required): EN 110/120*
- Public Speaking: EN 220*
- Introduction to Theater Arts: EN 223*
- Play Production: EN 224*
- Acting I: EN 225*
- Fiction Writing Workshop: EN 232*
- Creative Nonfiction Workshop: EN 233*
- Directing I: EN 330*
- Introduction to Music: MU 203*
- Music Ensemble (1 s.h., 4 s.h. required): MU 112, 114, 143, 145*
- Sport Communication: SM 220*
- The Write Course: WC 201*

1)

Analyzing Information Logically and Quantitatively (6 s.h.)

Since antiquity mathematical tools of analysis have enabled humans to understand and engage the world logically, whether by charting the heavens and measuring time or by developing currency and accounting for business and commerce. The language of mathematics remains crucial today. Students require mathematical and statistical literacy to make well-reasoned decisions personally and professionally. In a time when technology has exponentially increased the availability of data, students need critical thinking skills to evaluate and analyze information logically and transform it into useful knowledge.

STUDENT LEARNING OUTCOMES for this core category:

Students will demonstrate competency in logical analysis.

2) *Students will demonstrate competency in quantitative analysis.*

Foundation

Analyzing Quantitatively.....3 s.h.
College Mathematics: MA 107 or Calculus I: MA 141

Formation

Analyzing Logically and Quantitatively.....3 s.h.
Macroeconomics: BA 221
Microeconomics: BA 222
Principles of Accounting 1: BA 251
Introduction to Management Information Systems: BA 259
Personal Financial Planning: BA 260
Biostatistics: BG 300
Introduction to Information Technology: IT 101
Beginning Programming: IT 170
Computer Networking Principles: IT 190
Calculus II: MA 142
Elementary Statistics: MA 205
Fractals and Chaos: MA 207
Introduction to Mathematical Modeling: MA 280
***Mathematics for K-6 Teachers: MA 351*
***Geometry for K-6 Teachers: MA 352*
Logic: PL 152

***Prerequisite: admission to the teacher education program.*

Responding to the Human Story (9 s.h.)

Humans share their lives with each other, passing on to subsequent generations what they have known, imagined, and made. This process—universal and extending over millennia—is continually renewed through the study of history, literature, philosophy, and the arts. In the humanities students rediscover the human record and develop ethical and culturally sensitive responses to past attempts to describe, evaluate and transform the world. They are challenged to acknowledge the commonality of human experience across time and space, even in very different cultural manifestations. Through the humanities’ appeal to reason, imagination, and emotion, students explore the myriad ways people have sought answers to some of life’s ultimate questions.

STUDENT LEARNING OUTCOME for this core category:

Students will demonstrate a contextual understanding of diverse cultural interpretations of the universal human search for truth and meaning.

Foundation

World History3 s.h.
World Civilizations to 1600: HS 101
World Civilizations since 1600: HS 102

Formation

Literature.....3 s.h.

- Survey of British Literature I: EN 201*
- Survey of British Literature II: EN 202*
- Survey of American Literature I: EN 205*
- Survey of American Literature II: EN 206*
- Survey of World Literature I: EN 215*
- Survey of World Literature II: EN 216*
- Medieval Literature: EN 300*
- Romantic Literature: EN 302*
- Victorian Literature: EN 303*
- American Romanticism: EN 306*
- Modern Poetry: EN 317*
- Modern Drama: EN 318*

***Additional Humanities.....3 s.h.

- Art History I: AR 250*
- Art History II: AR 255*
- Church History I: BR 350*
- Church History II: BR 351*
- Special Topics Survey: EN 250*
- Literature for Young Adults: EN 309*
- Contemporary American Novel: EN 313*
- The British Novel: EN 314*
- Renaissance & Reformation: HS 311*
- Recent European History: HS 314*
- History of Women in America: HS 401*
- Music History c. 1715-1915: MU 204*
- Introduction to Philosophy: PL 201*
- History of Western Philosophy I: PL 251*
- History of Western Philosophy II: PL 252*
- Ancient Political Philosophy: PO 306*
- Modern Political Philosophy: PO 307*

***Includes all courses listed as formation options for this competency.

Exploring Nature as Inquirer and Steward (7-8 s.h.)

Scientific inquiry cultivates a deeper understanding of and appreciation for the beauty, complexity, and wonder of the natural world. A basic knowledge of scientific principles and processes helps students comprehend how nature supports and sustains human life and allows them to grasp the impact of human activities on natural systems. Scientific literacy equips students to evaluate scientific claims related to medicine and the environment and to respond to other ethical issues arising at the intersection of science, culture, and faith. This knowledge and understanding allows students to make sound personal, professional, and civic decisions and fosters a commitment to stewardship of natural resources.

STUDENT LEARNING OUTCOMES for this core category:

- 1) Students will demonstrate competency in the rudiments of scientific methods and processes.
- 2) Students will demonstrate an understanding of the beauty and complexity of nature and its stewardship.

Foundation

Introductory Lab Science.....4 s.h.

General Biology: BG 101

Concepts of Cellular Biology: BG 110

Chemical Principles I: CH 101

Concepts in Chemistry: CH 105

Geology: GL 101

General Physics I: PH 110

Introductory Mechanics: PH 120

Formation

Exploring Nature.....3-4 s.h.

Concepts of Organismal Biology: BG 111

Environmental Biology: BG 204

Chemical Principles II: CH 102

Environmental Chemistry: CH 107

Astronomy: PH 106

General Physics II: PH 111

Introductory Electromagnetism: PH 121

Note: Students may take two courses from either the foundation or formation category, but the two courses must be in two different disciplines.

Developing a Lifestyle for Wholeness (7 s.h.)

Cultivating habits for physical and mental well-being is essential to the full enjoyment of life. This lifelong endeavor requires students to understand how the body and the mind function and interact and how both remain healthy. It also necessitates an awareness of the effects of diet, exercise, and lifestyle choices on personal wellness. Such knowledge allows students to honestly assess their own physical, mental, and spiritual condition. Familiarity with human development and the ways that behavior can be influenced by social, economic, and cultural pressures makes students more self-aware and attentive in their relations with others. By developing a balanced lifestyle students possess the strength and vitality to realize their full potential in life.

STUDENT LEARNING OUTCOMES for this core category:

- 1) Students will be able to apply the principles of wellness in pursuit of becoming a healthy, whole person.
- 2) Students will be able to articulate an understanding of the factors related to wellness.

Foundation

Wellness.....4 s.h.

Foundations of Health and Wellness (includes physical activity): PE 102

Formation

Other Wellness.....3 s.h.

- Mechanisms of Disease: BG 200*
- Human Anatomy & Physiology I: BG 210*
- Human Anatomy & Physiology II: BG 211*
- Human Growth & Development: ED 210*
- Introduction to Psychology: PY 201*
- Addiction: Theories & Interventions: PY/SO 301*
- Human Sexuality: PY/SO 330*
- Abnormal Psychology: PY 306*
- Learning and Motivation: PY 314*
- Social Problems: SO 201*
- Marriage and Family: SO 202*

Engaging Society as Neighbor and Citizen (6-7 s.h.)

As social beings, humans reach their fullest potential in community. In the Western tradition, which is rooted in Judeo-Christian and Greco-Roman thought, service and participation in public life are a duty. Faithful involvement in society calls students to be aware of contemporary challenges that confront the global community and to be able to recognize and respond individually and communally to the needs of others, near and far. Civic engagement challenges students to grapple with the relationship between freedom and responsibility as well as the tensions that exist in their overlapping loyalties to diverse communities: family, church, nation, and humankind.

STUDENT LEARNING OUTCOME for this core category:

Students will demonstrate proficiency at analyzing local, national, and global issues.

Foundation

Global Awareness.....3 s.h.

- Contemporary Global Issues: HS 105/PO 105*

Formation

Other Neighbor/Citizen..... 3-4 s.h.

- Introduction to Global Health: BG 230*
- World Christianity: BR 255*
- History of Christianity in America: BR 352*
- World Religions: BR 354*
- Religion & Contemporary American Culture: BR 452*
- American History to 1876: HS 211*
- American History since 1876: HS 212*
- Latin America in Modern Times: HS 230*
- Chinese History: HS 260*
- Africa in Modern Times: HS 270*
- Music and Politics: MU/PO 215*
- Contemporary Ethical Issues: PL 377*
- American Government: PO 101*

Introduction to International Relations: PO 113
Social Gerontology: PY 321
Introduction to Exceptional Individuals: SE 212/213 (4 s.h.)
General Sociology: SO 101

Seeking Faithful Understanding (9 s.h.)

The Christian liberal arts guide students in the pursuit of truth and understanding about themselves and the world, and also about the Creator. Central to this search is the study of Biblical literature in historical context, as God’s revelation, and as the basis for Christian theology. It involves developing the intellectual and spiritual capacity to discern appropriate responses to human challenges. This search finds its greatest expression in love for God and in faith lived out through service to others—in work enabling each individual to become the person God intended.

STUDENT LEARNING OUTCOME for this core category:
Students will articulate how Scripture, Christian theology, and a Christian worldview address issues central to human life.

Foundation

Biblical Literacy6 s.h.
Old Testament Literature & Interpretation: BR 125
New Testament Literature & Interpretation: BR 126

Formation

Faith Development.....3 s.h.
Christian Leadership in Business: BA 220
Christianity and Economics: BA 240
Service-Learning in Biology: BG 299
Biblical Ethics: BR 200
Story of Redemption: BR 204
Biblical Interpretation: BR 205
Psalms & Wisdom Literature: BR 307
Christian Theology: BR 325
Poverty, Diversity, Service: ED 310
The Holocaust: HS 250
Philosophy of Religion: PL /BR 375
Ethics: PL 376
Christian Apologetics: PL/BR 378
Christian Political Thought: PO 222
Psychology of Religion: PY 220
Happiness, Christ, and The Real Good Life: PY 230

Part 2: THE MAJOR CONCENTRATION

Courses in the major department and additional courses specified by the major.

The Major

Candidates for the A.B. degree can choose the major discipline from: American Studies, Bible and

Religion, Biology, Chemistry, English, Health Science, History, Mathematics, Music, Philosophy, Political Science, Psychology, and Social Studies.

Candidates for the B.S. degree can choose the major discipline from: Biology, Business Administration, Chemistry, Early Childhood Education, Elementary Education, Health Science, Music Education, Physical Education and Coaching, Psychology, Special Education, and Sport Management.

Every candidate for a degree must select a major subject by the end of the sophomore year. A GPR of 2.0 in the major is required for graduation.

Major requirements are specified in prefaces to the individual department listings in this catalog. Majors may require no more than 36 hours above the general education requirements for an A.B. degree or 48 hours above the basic curriculum requirements for a B.S. degree.

The Minor

Students may choose from the following minors: Bible and Religion, Biology, Business Administration, Chemistry, Christian Education, Christian Leadership, English, Family Studies, Global Studies, Graphic Design, Health, Healthcare Management, History, Information Technology, Mathematics, Music, Music Studies, Philosophy, Physical Education, Physics, Political Science, Psychology, Secondary Education, Social Entrepreneurship and Innovation, Theater, and Visual Art. A GPR of 2.0 in the minor is required for graduation. Minor requirements are determined by individual departments. Minor requirements are specified in the respective sections of this catalog.

Summary of Graduation Requirements

- Total Hours: 124 (A maximum of 2 additional hours of physical activities and a maximum of 8 hours of ensembles may be applied toward the required 124 hours.)
- GPR at Erskine must be at least 2.0
- At least one half of the credit hours in the major and minor must be taken at Erskine College and require a GPR of 2.0
- Work of the senior year--the last 30 hours--must be taken on the Erskine campus with a GPR of 2.0 during that year.
- Only those students whose financial obligations to the college have been paid in full will be permitted to participate in graduation exercises.

Physical Activities and Personal Wellness

Students demonstrate proficiency in developing a lifestyle for wholeness through completion of the core curriculum. Foundations of Health and Wellness (PE 102) has a physical activity aspect that includes participation in a variety of activities focused on lifelong fitness and wellness.

A physical activity credit may be earned through participation in a sport. Only one credit may be earned in this manner, regardless of the number of sports played or the number of years of participation.

Use of the Library

Each student is required to receive instruction in the use of the library. Freshmen and sophomores will learn basic techniques and tools of library use; juniors and seniors will be instructed in the basic library research methods and techniques within the various majors offered at the college. Each student is required to attend a session of instruction in library use relevant to the major.

English Usage: Junior-Senior Writing Assignment

Each student is required to complete acceptably in some upper-level course in the major an extensive assignment (such as a term paper, research paper, or laboratory report) written according to accepted standards of style within the discipline. This assignment will be evaluated on the basis of content and quality of writing.

Pre-Medical, -Dental, -Veterinary Medical, -Health Career Preparation

The Pre-Medical Committee at Erskine consists of the Dean of the College and the Chairpersons and other faculty representatives from the departments of biology, chemistry, and physics. The committee meets with pre-medical students to discuss recommended course schedules and application to medical schools. Medical and dental school requirements make it expedient for most students entering these areas to major in biology or chemistry.

Students considering these health-related fields must meet with the appropriate advisor early and plan a suitable program of study. It is highly desirable to plan the entire four-year program so that schedule conflicts are minimized. In order to develop the needed knowledge and skills, as well as to demonstrate the motivation and ability for advanced study, the student should undertake a demanding course load, normally at least two science and/or mathematics courses during each long term for the first three years.

As a general guideline, nearly every medical or dental school requires a candidate for admission to have the following: two terms each of mathematics, biology, and physics; and four terms of chemistry, including general and organic chemistry.

Beyond these minimal credits, different schools require various courses in the sciences and humanities.

Medical technology requirements are shown on page 56.

Course Descriptions

Numbering System

In numbering courses those on the 100 level are courses primarily for freshmen. Those on the 200 level are courses primarily for sophomores. Those on the 300 level are courses primarily for juniors and seniors. Those on the 400 level are courses primarily for seniors.

The College reserves the right to withdraw courses as decreed appropriate.

General

EC 101. College Success Skills (1 s.h.)

A course designed to equip new students to flourish by providing them with the tools necessary for success in the Erskine environment. Topics include time management, critical thinking, campus culture/policies, and effective reading, writing, and note-taking strategies. Students will also complete inventories and participate in discussions geared toward identifying their purpose and vocation.

TC 200. Travel Course (3-4 s.h.)

Prerequisite: Instructor approval. A travel course offers students an opportunity to take learning beyond the classroom. These courses involve academic components combined with travel to another country, region, or state within the US. Each course is designed to acquaint students with the history, geography, culture and society of other counties/regions. The specific travel course will identify the area of study, with a syllabus outlining the travel and course requirements. Course fee: to be determined by faculty hosting the course.

WC 201. The Write Course (3 s.h.)

Prerequisite: EN 102. Development of academic writing skills through study of critical issues within the various disciplines. The writing included in the course will emphasize basic rhetorical patterns and advanced critical analysis of those issues.

Physical Activities (PA) (1 s.h. each)

All Physical Activity (PA) courses will meet for one hour per week. PA 110, Dance; PA 113, Karate; PA 115, Soccer; PA 116, Cardio-sculpting; PA 117, Step Aerobics; PA 120, Weight Training; PA 123, Yoga; PA 130, Beginning Small Boat Sailing (once a week for 3 hours); PA 131, Small Boat Sailing II: Intermediate Sailing/Introduction to Racing (once a week for 3 hours); PA 140, Rape Aggression Defense (RAD); PA 141, Basic Self Defense; PA 150, Judo (students must purchase a uniform at an approximate cost of \$80); PA 160, Cardio Kickboxing; PA 161, Rock Climbing; PA 221, Badminton; PA 224, Golf; PA 225, Racquetball; and PA 227, Tennis. Grading is Pass/Fail.

American Studies (AS)

The major in American Studies is a 35-hour major designed for students who desire an interdisciplinary exploration of American history, politics, religious values, and cultural expression. It encourages students to integrate the insights of different disciplines as they encounter the complexities and diversity of the American experience.

All majors are required to take the following core courses grouped in four areas of inquiry: History and Literature (three courses from: HS211, HS212, EN205, EN206); Political Science (PO 101); and Religion (BR 352 and BR 452). Each major must also take AS450 (Senior Seminar). Additional courses will be chosen from the courses listed below as elective credit toward the major. At least half of the courses taken for major credit must be at the 300 or 400 level.

Fifteen semester hours may be earned by participation in the American Studies Program of the Council for Christian Colleges and Universities in Washington, D.C. Credit for these courses (AS300, AS310, AS320, AS330, AS400, AS430) may be applied as elective hours toward the American Studies major at Erskine.

American History (HS)**211. American History to 1876 (3 s.h.)**

An introductory course in American History from the settlement of the English colonies to the end of Reconstruction. A sophomore-level course that provides a basic understanding of American history. Core option for AS majors.

212. American History Since 1876 (3 s.h.)

An introductory course in American History from the end of Reconstruction to the present. A sophomore-level course that provides a basic understanding of American history. Core option for AS majors.

220. The American West (3 s.h.)

A survey of the trans-Mississippi West between the arrival of the first Spanish explorers and the present. Elective for AS majors.

401. History of Women in America (3 s.h.)

A survey of the diverse political, social, economic and cultural experiences of women in American history from the colonial period to the present. Elective for AS majors.

403. South Carolina History (3 s.h.)

A survey of South Carolina history from the colonial period to the 20th century. Offered irregularly. Elective for AS majors.

404. American Military History (3 s.h.)

An overview of American military history from the colonial period to the present. In addition to analyzing the strategy and tactics of America's wars, the course will also examine recruitment, the social composition of America's armed forces and the development of military technology. Elective for AS majors.

407. The American Character (3 s.h.)

An inquiry into the cultural values and attitudes which have shaped the evolution of the American self-perception, from colonial times to the present, with an emphasis upon regional and class variations of the national self-identity. Elective for AS majors.

408. Colonial America (3 s.h.)

A survey of the economic, political, social, religious, ethnic, military, and environmental aspects of colonial British North America from exploration and settlement to revolution and independence. Elective for AS majors.

409. History of the South (3 s.h.)

A study of the development of the social, economic, and political institutions of the South from colonial times. Elective for AS majors.

413. The American Civil War (3 s.h.)

A study of the causes, military tactics and strategies, and politics of the American Civil War. Elective for AS majors.

415. Special Topics in History (Credit to be determined)

Exact title, nature of course, and credit are announced at the beginning of the term in which the course is offered. Offered on demand. With departmental approval, if the course focuses on some aspect(s) of American history, it may be taken for elective credit toward the AS major.

Political Science (PO)

101. American Government (3 s.h.)

A study of the structure and function of the institutions of the U.S. national government. Core requirement for AS majors.

212. American Political Thought (3 s.h.)

A survey of American political thought from the Founding to the 21st century. (Offered every other year.) Elective for AS majors.

300. Constitutional Law (3 s.h.)

An introduction to the Supreme Court, its practice of judicial review, and the politics surrounding the interpretation of the U.S. Constitution. The class covers 1) the Court's decisions affecting the balance of power between the three branches of the national government and 2) the Court's decisions in the areas of civil rights and civil liberties. (Offered every other fall semester.) Elective for AS majors..

303. U.S. Presidency (3 s.h.)

An historical and institutional analysis of the U.S. Presidency. This course includes a research component. Elective for AS majors.

304. Congress (3 s.h.)

An historical and institutional analysis of the U.S. Congress. This course includes a research component. Elective for AS majors.

415. Special Topics in Government (Credit to be determined)

A variety of courses that department faculty will offer based on research and pedagogical interests. Credit will vary with the nature of the course offered, but if the course focuses on some aspect(s) of American politics, it may it may be taken for elective credit toward the AS major.

American Literature (EN)**205. Survey of American Literature I (3 s.h.)**

Prerequisite: 102. A chronological survey of selected representative works and writers in American literature from the Colonial Period to mid-19th century. Core option for AS majors.

206. Survey of American Literature II (3 s.h.)

Prerequisite: 102. A chronological survey of selected representative works and writers in American literature from the mid-19th century to the present. Core option for AS majors.

306. American Romanticism (3 s.h.)

Prerequisite: 102. A study of American themes and texts from the middle decades of the 19th century. Readings in fiction, poetry, and non-fiction prose. Representative authors of the American Renaissance—including Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, and Dickinson—are placed in the context of lesser-known contemporaries. Alternate years. Elective for AS majors.

313. The Contemporary American Novel (3 s.h.)

Prerequisite: 102. A study of selected American novels from the last half of the 20th century to the present. Emphasis on theory of the novel and on various critical and historical approaches. Alternate years. Elective for AS majors.

415. Topics in American Literature (3 s.h.)

Advanced study of selected texts and traditions in American literature. Specific topics vary among author, period, and thematic studies. Such topics might include the following: The Problem of American Identity, American Nature Writing, America in Vietnam. With departmental approval, this course may be repeated for credit. Alternate years. Elective for AS majors.

430. Major American Author(s) (3 s.h.)

Advanced study of a single American writer (or two or three related authors). Emphasis on primary works, but attention also to biography, criticism, and cultural contexts. With departmental approval, this course may be repeated for credit. Alternate years. Elective for AS majors.

American Religion (BR)**352. History of Christianity in America (3 s.h.)**

The religious history of North America from the arrival of the Puritans until the present. Colonial religion and theology, frontier revivalism, the 19th century evangelical “united front,” the rise of religious liberalism and neo-orthodoxy, African-American Christianity, the religious impact of the Vietnam War, the relationship between church and state, and the contemporary American religious diversity. Core requirement for AS majors.

452. Religion and Contemporary American Culture (3 s.h.)

This seminar course examines the interaction of American religion with its cultural context. Topics treated include the persistence of religious commitment in an increasingly secularized America, the “restructuring” of the contours of American religion since the middle of the 20th century, the relationship of church and state, the relationship of religion and the media, and the issues arising from the relationship of religion and sexuality. Core requirement for AS majors.

American Studies (AS)

CCCU American Studies Program, Washington, D.C.

The following courses are offered in conjunction with the American Studies Program of the Council for Christian Colleges and Universities in Washington, D.C. Students must apply for and be accepted to this program. Please see the American Studies chair for further information.

Public Policy Track:

300. The Politics of Public Policy (3 s.h.)

In this course, students directly engage Washington, D.C.-based policy experts and organizations—governmental and non-governmental, national and international—to deepen their understanding of the roles and influence of various political actors and institutions during the formulation stage of policymaking. The course first introduces students to models of policymaking and the tools of policy analysis. Next, students will learn to apply these concepts to the study of both a foreign and domestic policy issue through desk and field research. By studying foreign and domestic policy simultaneously, students will be able to identify and explain the differences between them in political environment, policy participants, and public discourse. The course emphasizes written and oral communication through the development of professional memo-writing and presentation skills.

310. Christian Political Engagement: Contemporary Perspectives and Practices (3 s.h.)

This course provides students with an opportunity to learn how political theology is applied in the political environment of Washington, D.C. The first course module focuses on key questions found in the discipline of political theology, such as the relationship between theology and politics, the relationship between church and state, the role of religion in public life, and to what extent religious belief ought to shape our public discourse. The second module investigates how key features of modern and postmodern cultures—the context in which the faithful practice of politics takes place—influence mainstream political perspectives on identity, authority, justice, and community. The final module engages a variety of Washington, D.C.-based Christian political groups and professionals to better understand why different political identities and priorities exist within Christianity and the difficulties and concerns Christians share when putting political theology into practice. Classroom conversations incorporate reflections on internship and policy fieldwork experiences to deepen understanding of the real-world relevance of political theology and Christians’ own political responsibilities.

Strategic Communications Track:

320. Case Studies in Strategic Communication (3 s.h.)

This course provides an opportunity to directly engage Washington, D.C.-based communication professionals working in a variety of organizational contexts (for-profit, governmental, and non-profit) to learn the different ways in which communicators apply the concepts and skills of strategic planning in their work. The course first introduces students to a strategic planning framework for public relations. Next, students will learn how to apply these concepts to the practice of communications by engaging professionals through a series of site visits. The course will also engage communication professionals in order to highlight best practices in development and fund-raising. The course emphasizes written and oral communication through the development of professional memo-writing and presentation skills.

330. Christian Public Engagement for Communicators: Contemporary Perspectives and Practices (3 s.h.)

This course provides an opportunity to learn how the issues and ideas presented in the study of communication ethics manifest themselves in the professional environment of Washington, D.C. The first course module focuses on key questions found in the discipline of public theology, such as the relationship between church and other societal institutions (e.g., the state), the role of religion in public life, and to what extent religious belief ought to shape our public discourse. The second module investigates how key features of modern and postmodern cultures—the context in which the faithful practice of communication takes place—influence mainstream perspectives on identity, authority, justice, and community. The final module engages a variety of Washington, D.C.-based Christian organizations and communication professionals to deepen students' understanding of the ethical challenges Christian communication professionals encounter and what they are learning from experience about how to engage them. Classroom conversations incorporate reflections on internship and fieldwork experiences to enable students to explain with more clarity their own sense of responsibility to Christ and neighbor in their work as communication professionals.

Practicum Courses:**400. Internship (8 s.h.)**

An internship experience arranged by the American Studies Program in an agency or office in the Washington, D.C. area. Students will work an average of at least 28 hours per week during the semester.

430. Professional Development Practicum (1 s.h.)

This course complements the Internship course activities by introducing the student to career-building professional development practices. The course provides personality and talent assessments, workshops on cover letter and resume writing, LinkedIn profile management advice, and coaching on networking practices in large-group and one-on-one settings.

Art (AR)

Professor Boyd (Chair)

The Department of Art offers two distinct minors, Visual Art and Graphic Design. The department's course offerings are designed to present and clarify artistic traditions and contemporary practice and to instill understanding of and excitement for excellence in the visual arts. The Department also provides service courses for the core curriculum. The Department seeks to help students to communicate effectively and explore diverse cultural interpretations of the human story.

The Minor in Visual Art provides training in awareness of aesthetic sensibilities and effective creative communication. Students address both two-dimensional and three-dimensional problem solving, a skill that is applicable to many professional avenues. This minor is intentionally highly flexible with foundations in classic design and versatility in studio arts. The minor consists of 18 semester hours from the following courses: Design (AR105), Drawing (AR170, AR272), Art History (AR250, AR255, AR350), Painting (AR240, AR341), Digital Photography (AR210, AR320), Ceramics (AR190, AR290), Sculpture (AR195, AR 295), or Topics in Studio Art (AR270).

In an increasingly digital world, electronic art forms are commonly used as forms of personal expression marketing, and public relations. The Minor in Graphic Design will help the student leverage artistic sensibilities in their career. It consists of 18 semester hours which must include: Design (AR105), Introduction to Digital Photography (AR210), Publication and Illustration Graphics (AR225), Image Design Graphics (AR226) and six hours from the following courses: Professional Video Editing (AR227), Advertising Workflow (AR365), Drawing (AR170, 272), Painting (AR240, 341), Ceramics (AR190, 290), or Sculpture (AR195, 295), Digital Photography II (AR320), or Topics in Studio Art (AR270).

105. Design (3 s.h.)

An introduction to visual problem solving. Using the elements of art and the principles of design in a variety of media, both two-dimensional and three-dimensional. Weekly lab. Fee required.

170. Drawing I (3 s.h.)

Observational drawing intended to develop the student's conceptual and technical understanding of drawing as an expressive medium. Various black and white drawing materials, methods, and subjects are explored as a means to cultivate perceptual ability and descriptive drawing skills. The range of drawing concepts covered includes effective use of line, mass, value, composition, and linear perspective. Weekly lab. Fee required.

190. Ceramics I (3 s.h.)

Technical study and experience with various traditional ceramic techniques and processes. Introduction to the history and aesthetics behind select ceramic arts. Weekly lab. Fee required.

195. Introduction to Sculpture (3 s.h.)

Introduction to both additive and subtractive sculptural techniques. Production of both bas relief and in the round works. Three-dimensional problem solving. Weekly lab. Fee required.

210. Introduction to Digital Photography (3 s.h.)

Exploring the fundamentals of digital photography, including exposure, aperture, ISO, white balance, framing, digital image software, and composition. In addition, students will be expected to become proficient in utilizing the manual capabilities of DSLR/Mirrorless cameras while photographing a myriad of subjects throughout the semester. Digital single lens reflex camera (DSLR) with manual controls required. Fee required.

225. Publication and Illustration Graphics (3 s.h.)

Design using illustration and page layout programs. Students will gain an understanding and competency of vector graphics used in creating logos, illustrations, and digital art. Students will also gain an understanding of page layout design and electronic publishing. Various projects will be required. Fee required. Cross-listed as BA 225 and IT 225.

226. Image Design Graphics (3 s.h.)

Emphasis placed on image editing and photo manipulation using software programs combined with digital photography. Various projects will be required. Fee required. Cross-listed as BA 226 and IT 226.

227. Professional Video Editing (3 s.h.)

Using Adobe Premiere Pro, the course is designed to give students the technical expertise necessary to edit professional quality videos. The course will include (but is not limited to) multiple sequence support, high bit-depth rendering, multi-camera editing, time remapping, color correction tools, audio manipulation, and Bezier key framing. In addition, the course will cover the entire import-to-output process necessary to produce a video production that can be used by YouTube, MP4, AAF, XML, QuickTime, etc. Fee required. Cross-listed as BA227 and IT227.

240. Introduction to Painting: Oil (3 s.h.)

Prerequisite: AR 170 or equivalent. (Student may purchase acrylics.) Fundamental principles and techniques of oil addressed through a wide range of problems. Preparation of various supports, use of painting tools, color mixing, and surface qualities. Integration of drawing and design concepts are emphasized (color-value relationships, articulation of form, composition). Observational subject matter such as still life, interiors, landscape, and replicated masterworks. Students need to purchase their own paints, brushes and canvas. Weekly lab. Fee required.

250. Art History I: The World, Paleolithic through Medieval (3 s.h.)

Selected survey of the art and architecture of significant Western and non-Western cultures.

255. Art History II: The World, Early Renaissance through Nineteenth Century (3 s.h.)

Selected survey of the art and architecture of significant Western and non-Western cultures.

270. Topics in Studio Art (3 s.h.)

Mature, capable students may be permitted to pursue individual topics in studio art. Topics must be stated in writing, approved by supervising faculty member, and definite conference schedule arranged prior to registration. May be repeated for credit for varied subject matter. Fee required.

272. Drawing II (3 s.h.)

Prerequisite: AR 170. Increased emphasis on perception and observational skills of traditional subjects such as still life, landscape, figure, and the interior. Explores the use of mixed media, color, the narrative, and introduces abstraction from life. Individualized problems with broader conceptual base. Weekly lab. Fee required.

290. Ceramics II (3 s.h.)

Prerequisite: AR 190 or equivalent. An exploration of advanced forming techniques, surface treatment, and firing methods. An examination of the ceramic arts of various world cultures in history as well as contemporary ceramic practices. Weekly lab. Fee required.

295. Sculpture II (3 s.h.)

Prerequisite: AR 195 or equivalent. Introduction to casting. Continuation of additive and subtractive sculptural techniques. Discussion of contemporary sculptural best practices and processes. Weekly lab. Fee required.

320. Digital Photography II (3 s.h.)

Prerequisite: AR 210 or equivalent. Continued exploration of the concepts introduced in AR 210 with emphasis upon controlled studio lighting and the effects of various light sources upon the imagery. Introduction to the masters of contemporary photography. DSLR camera with manual controls required. Fee required.

341. Painting II (3 s.h.)

Prerequisite: AR 240. Development of expressive ideas in oil or acrylics. Greater emphasis on personal direction. Projects may include a study of the figure, a complex consideration of the picture plane, and abstraction from life. Weekly lab. Fee required.

342. Painting III (3 s.h.)

Prerequisite: AR 341 or equivalent. Independent development of a body of thematically unified work suitable for exhibition. Exploration of personal imagery in painting. Weekly lab. Fee required.

350. Art History III: The 20th & 21st Centuries (3 s.h.)

An examination of Modern and Postmodern art and architecture.

365. Advertising Workflow (3 s.h.)

Prerequisite: AR 225, AR 226 or permission of instructor. Builds upon digital concepts and applications of AR 225 and AR 226 emphasizing advertising concepts. Advanced graphic design using Photoshop, Illustrator, and InDesign will enable students to employ the visual arts in print advertising. Emphasis will be on using Photography, Illustration, Page layout and Photoshop to

produce a professional portfolio to obtain professional graphic design employment. Fee required. Cross-listed as BA365.

370. Drawing III (3 s.h.)

Prerequisite: AR 272 or permission of instructor. An exploration of imagery in various color media such as pastel, colored pencil, or mixed media in order to produce a unified body of work. Weekly lab. Fee required.

380. Junior Seminar (1 s.h.)

Preparation for advanced, independent work in studio art. Seminar begins with portfolio review and includes readings in contemporary art and how to write an artist's statement.

481. Senior Exhibition (2 s.h.)

The preparation and presentation of a coherent body of work for exhibition. Artist's statement required.

Bible, Religion, and Philosophy

Professors Evans (Chair), Reiter; Adjunct Professor: Schwab

The Department of Bible, Religion, and Philosophy's objectives include: providing all students with courses that encourage the discovery and discussion of central issues of biblical studies, religious faith, and ethics; relating the Christian faith and message of Scripture to contemporary thought, culture, and life; enhancing the College's curriculum, in keeping with the institution's historic commitment to the liberal arts tradition, by offering courses within the wider area of philosophy and religion; exploring the relationships between the study of religion and philosophy and other academic disciplines; developing in students an awareness of other religious traditions; assisting students to develop skills in critical reading and listening, oral and written communication and critical reasoning; and helping students become aware of their own special assets and limitations.

A major in Bible and Religion (Biblical and Theological Studies Track) consists of 30 hours beyond the 100 level. Courses must include three courses in Christian tradition (325 and two courses chosen from 240, 253, 350, 351, 352, or 420); three courses in Bible (one chosen from 200, 204, 205; a 300- or 400-level Old Testament course; and a 300- or 400-level New Testament course); and two courses dealing with Christianity in relation to culture or other religious traditions (354 and another course chosen from 255, 375, 378, and 452).

A major in Bible and Religion (Christian Education Track) consists of 34 hours beyond the 100 level. Courses must include two courses in Christian tradition (325 and another course chosen from 240, 253, 350, 351, 352, or 420); three courses in Bible (one chosen from 200, 204, 205; a 300- or 400-level Old Testament course; and a 300- or 400-level New Testament course); two courses dealing with Christianity in relation to culture or other religious traditions (354 and another course chosen from 255, 375, 378, and 452); and four courses dealing with Christian Education methodology (312, 314, 316, and 412).

Minors may be earned in:

Bible and Religion

15 hours beyond basic requirements, to include 325, and at least one more course in Bible.

Christian Education

15 hours beyond basic requirements, to include 325, 312, and 314.

Philosophy

15 semester hours in philosophy to include 152 or 201, and either 251 or 252.

Students wishing to graduate with Honors in Bible and Religion must have a grade point average of 3.6 or better in Bible and Religion courses, as well as an overall grade point average of 3.3 or better. Honors students must also earn an “A” in BR 415, which involves research, the preparation of a senior thesis, and a presentation at a meeting of a scholarly society or at an on-campus colloquium. It is expected that the majority of coursework for the major will have been taken at Erskine College. Students should declare their intent to graduate with departmental honors during their junior year.

Erskine College partners with Erskine Theological Seminary on the same campus. Courses in the Department of Bible, Religion, and Philosophy may be taught by Erskine College and Erskine Theological Seminary faculty. Approved students at Erskine College may take classes at Erskine Theological Seminary. Students graduating with a major in Bible and Religion are eligible to receive advanced standing with credit for programs at Erskine Theological Seminary (see Erskine Theological Seminary *Catalog*).

A five-year BA/MDiv program is offered to exceptional Bible and Religion students in conjunction with Erskine Theological Seminary. Students may apply for admission to the Five-Year BA/MDiv program prior to the end of the sophomore year at Erskine College. Applicants will major in Bible and Religion (Biblical and Theological Studies track) and must demonstrate solid academic performance (as evidenced by maintaining a GPA of at least 3.0/4) and aptitude for Christian ministry. Students in the program must earn a grade of no lower than B in courses that will be used for Advanced Standing with Credit at the Seminary. It is expected that students in the program will complete at least 90 semester hours in three years of study at the College, and that all general education and major requirements will be completed at the end of three years. Students in the program shall take two courses in either Greek or Hebrew to fulfill the College’s “Communicating Across Cultures” formation requirement. Because course scheduling is critical to completing the program in a timely manner, interested students should contact the chair of the Department of Bible, Religion, and Philosophy early in their time at Erskine.

Bible (BR)

125. Old Testament Literature and Interpretation (3 s.h.)

A survey of the literature and religious themes of the Old Testament. Special attention is given to the ancient Near Eastern historical and cultural context of the Old Testament and to responsible methods of interpretation. The development of redemptive history, the role of the Old Testament within the Christian canon, and the religious and ethical implications of the Old Testament for modern living will be explored.

126. New Testament Literature and Interpretation (3 s.h.)

Prerequisite: BR125. A survey of the literature and religious themes of the New Testament. Special attention is given to the Graeco-Roman and Jewish backgrounds of the New Testament and to responsible methods of interpretation. The unity and diversity of the New Testament’s witness to the life and significance of Jesus, the rise of the Christian church, and the religious and ethical implications of the New Testament documents for life today are explored.

200. Biblical Ethics (3 s.h.)

Prerequisite: BR 125. A study of selected Old and New Testament ethical texts that explores the nature, content and purpose of “covenant behavior,” and discusses redemptive holiness and wholeness (integrity) as the goals of biblical ethics. Problematic biblical texts seen as raising moral difficulties are examined, as is the application of biblical ethics to today.

204. The Story of Redemption (3 s.h.)

Prerequisite: BR 125. An examination of the breadth, dynamics, and progress of God's redemption plan for his people as it unfolds from creation to consummation. Attention will be paid to both the richness and unity of the Bible's message.

205. Biblical Interpretation (3 s.h.)

Prerequisite: BR 125 and 126. An overview of the history of biblical interpretation, an examination of hermeneutics in the historical-critical tradition and current issues in modern hermeneutics. Orientation to the principles and practice of biblical exegesis. Exploration of methodologies and approaches for the interpretation of the major biblical genres.

300. Pentateuch (3 s.h.)

Prerequisite: BR 125. A study of the creation of Israel as a people under God's redemptive initiative: pre-Israelite history, the patriarchs, exodus from Egypt, wilderness wanderings, Sinai covenant and law, tabernacle and worship. Examination of these texts in their ancient Near Eastern literary and cultural background, emphasizing interpretive approaches and theological themes.

303. The Historical Books (3 s.h.)

Prerequisite: BR 125. A study of Joshua through Esther. Attention will be paid to covenant context, literary features, historical contexts, theological themes. Special attention will be paid to each book's unique contribution to the Old Testament.

304. The Life and Teachings of Paul (3 s.h.)

Prerequisite: BR 126. Paul's life and teachings on the basis of his letters and Luke's Acts of the Apostles.

305. Synoptic Gospels (3 s.h.)

Prerequisite: BR 126. Historical background, literary problems, and proposed methods of interpretation.

306. Prophetic Literature (3 s.h.)

Prerequisite: BR 125. Background, content, and interpretation of the Old Testament prophetic literature.

307. Psalms and Wisdom Literature (3 s.h.)

Prerequisite: BR 125. A study of Job, (selected) Psalms, Proverbs, Ecclesiastes and the Song of Songs. These books will be studied in their literary, cultural and theological contexts. The continuing developments of wisdom literature in selected intertestamental writings and in the New Testament will be explored.

308. Johannine Literature (3 s.h.)

Prerequisite: BR 126. A course in Johannine literature and theology (i.e., the Gospel of John, the Epistles of John, and Revelation) with a focus on the fourth Gospel. Exegesis of selected passages in the light of contemporary research. These documents will be interpreted in light of the historical, cultural, and religious context of the late first century. The importance of Johannine theology for later Christian thought will also be explored.

309. General Epistles (3 s.h.)

Prerequisite: BR 126. An examination of Hebrews through Revelation. Selected passages will be examined in order to disclose the structure and themes of these books, and the distinctive concerns of the Christian communities to which they were written.

320. Apocrypha and Pseudepigrapha (3 s.h.)

Prerequisite: BR 125. This course will focus on the intertestamental literature. Attention will be paid to its value in illuminating the history and religious context of the period, its interpretation of the Old Testament, its development of themes affecting the New Testament, and its role in the creation of Early Judaism.

401. Advanced New Testament Studies (3 s.h.)

Prerequisite: BR 126. Systematic studies of selected areas of the New Testament. Since the area of study varies from year to year, this course may be repeated for credit.

402. Advanced Old Testament Studies (3 s.h.)

Prerequisite: BR 125. Systematic studies of selected areas of the Old Testament. Since the area of study varies from year to year, this course may be repeated for credit.

Christian Education (BR)**312. Christian Education (3 s.h.)**

A basic course in Christian Education dealing with the theology and practice of teaching in the church with special attention to curriculum, teaching methods, programs, and resources for adults, youth, and children.

314. Youth Ministry (3 s.h.)

The course is designed to give an overview of what is involved in youth ministry. Emphasis will be given to development of adolescents, theology of youth ministry, planning a program for youth, and an introduction to resources.

316. Pastoral Care and Counseling (3 s.h.)

An introduction to pastoral care and counseling in the local church setting. Issues relevant to Christian educators, youth directors, and pastors such as understanding the tasks of pastoral care and counseling in light of the practical needs and teachings of the church, when to offer counsel, and when to refer to professional therapy, will be addressed. Several biblical counseling models will be presented.

412. Practicum in Ministry (4 s.h.)

The student will work in a specific ministry context under the supervision of a professional sponsor. At least 120 hours of work shall be completed during the semester. Prerequisites of pre-professional externships apply. Hours earned will not count toward the 30 semester hours required for the Biblical and Theological Studies track. Pass/Fail.

Religion (BR)**210. Christianity and the Quest for Meaning (3 s.h.)**

This course explores the relationship between Christian faith and understandings of the human condition. A variety of worldview options, both Christian and non-Christian, will be examined. Special consideration will be given to the human quest for meaning, the history of worldview thinking, and how the Christian worldview can shape daily life.

211. Christianity and Civic Life (3 s.h.)

This course explores the connections between the Christian faith and the experience of human beings as political creatures. Special attention will be given to the connection between Christianity and political theory, Christian approaches to economics, the role of the church in public life, and the Christian's calling to work for the good of society.

212. Christianity and the Arts (3 s.h.)

This course explores the connections between Christian faith and aesthetic experience. Special attention is given to how Christianity can inform the concepts of Truth, Goodness, and Beauty in the arts, the connection between artistic expression and the image of God in human beings, Christian interpretations of the history of art, and theological interpretations of literature.

213. Christianity and Scientific Endeavor (3 s.h.)

This course explores the relationship between Christian faith and the scientific enterprise. Special attention is given to the philosophy of science, the relationship between faith and science, and ethical issues involved in science and medicine.

240. Jesus in Faith and History (3 s.h.)

This course examines the role that the figure of Jesus has played in Christian faith and in Western intellectual/cultural history. Attention is given to the presentation of the life and significance of Jesus in the New Testament, and to interpretations of Jesus and his significance current at various times in church history. Popular and scholarly treatments of the “historical Jesus” in the modern period will also be examined.

253. The Presbyterian and Reformed Tradition (3 s.h.)

An examination of the rise and development of the Presbyterian and Reformed tradition from the sixteenth century until the present. Key themes (divine sovereignty, the covenant, the church and sacraments) will be explored. Key figures from the Reformation, the period of Protestant Orthodoxy, and the nineteenth and twentieth centuries will be examined. Students will gain an appreciation for both the unity and rich diversity of the Reformed tradition.

255. World Christianity (3 s.h.)

This course examines the state of Christianity in the global context. It explores the remarkable expansion of Christianity in the global south (Africa, Latin America, Asia) and the ongoing eclipse of Christianity in the industrialized West (Western Europe, North America). The historical background as well as the theological, cultural, and sociological implications of this shift in gravity for the Christian community will be explored.

325. Christian Theology: Structures and Concepts (3 s.h.)

Prerequisites: BR 125 and 126. An examination of the methods, structures, and concepts of Christian theology. The Biblical foundation and historical development of the major doctrines of the Christian faith will be explored, with an emphasis upon the Reformed expression of these doctrines and their application to contemporary life and thought.

350. Church History I (3 s.h.)

The history and theology of the Christian Church from its beginning to the eve of the Reformation. The church’s relationship to the Roman Empire, the history and doctrinal development of its Creeds, intellectual currents and institutional developments within medieval Christendom, and the rise of Eastern Orthodoxy.

351. Church History II (3 s.h.)

The history and theology of the Christian Church from the beginning of the Reformation to the present. The major Protestant traditions (Reformed, Lutheran, and Anabaptist), their rise and development, Pietism, Enlightenment, and ensuing religious and intellectual currents.

352. History of Christianity in America (3 s.h.)

The religious history of North America from the arrival of the Puritans until the present. Colonial religion and theology, frontier revivalism, the 19th century evangelical “united front,” the rise of religious liberalism and neo-orthodoxy, African-American Christianity, the religious impact of the Vietnam War, the relationship between church and state, and the contemporary American religious diversity.

354. World Religions (3 s.h.)

A study of the major world religions and religious philosophies, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. The origin, basic concepts, influence, and present status of each religion will be studied, the various religions will be compared and contrasted with one another, and attention will be given to developing a Christian perspective on the religions.

375. Philosophy of Religion (3 s.h.)

A study of philosophical questions that arise from religion, and particularly from the Judeo-Christian tradition. Issues explored include the existence and nature of God, the nature of God's relationship to the world, the problem of evil, the problem of religious language, the rationality of religious belief, life after death, miracles, religious experience, religious plurality, and the relation between religion and morality.

378. Christian Apologetics (3 s.h.)

A study of various approaches and problems in defending the Christian faith. Special attention will be given to contemporary challenges to the Christian faith. Some consideration will also be given to the ways in which Christian apologetics is related to philosophy, theology, and evangelism.

413. Selected Topics in Religion and Practical Theology (3 s.h.)

Studies of selected topics in the history, psychology, sociology, or philosophy of religion, ethics, theology, or the practice of Christian education and ministry. Since the area of study varies from year to year, this course may be repeated for credit.

420. Contemporary Theology (3 s.h.)

Prerequisite: BR 325. An examination of the development of Christian theology from the Enlightenment to the contemporary theological diversity. Attention will be paid to the impact of Enlightenment, post-Enlightenment, and post-modern cultural and intellectual influences on the theological enterprise. Key figures examined include Kant, Schleiermacher, Hegel, Kierkegaard, Harnack, Machen, Barth, Tillich, and Bultmann, as well as contemporary liberation, African-American, and feminist thinkers.

452. Religion and Contemporary American Culture (3 s.h.)

This seminar course examines the interaction of American religion with its cultural context. Topics treated include the persistence of religious commitment in an increasingly secularized America, the "restructuring" of the contours of American religion since the middle of the 20th century, the relationship of church and state, the relationship of religion and the media, and the issues arising from the relationship of religion and sexuality.

Bible, Christian Education, or Religion**410. Independent Study (Credit to be determined)**

A thesis course in a particular area of the field of Bible, of Religion, or of Christian Education. The student spends most of the required time doing research work under the guidance of the professor. Independent study is not ordinarily given in lieu of required courses.

415. Honors Program in Bible and Religion (1 s.h.)

Prerequisite: Approval of Department. Requirements include the preparation of a senior thesis based on careful research of scholarly literature and other relevant information. The student will present the substance of the thesis findings to a meeting of a scholarly society or to an on-campus colloquium.

Philosophy (PL)**152. Logic (3 s.h.)**

An introductory study of traditional and symbolic deductive logic. Attention will be focused primarily on methods of analyzing and evaluating various sorts of deductive inferences.

201. Introduction to Philosophy (3 s.h.)

An introduction to the academic discipline of philosophy, focusing primarily on perennial philosophical problems (e.g., the question of God's existence, the problem of knowledge, the mind-body problem, and the question of the meaning of life) and representative approaches employed by philosophers in attempting to solve those problems.

251. History of Western Philosophy I (3 s.h.)

An introductory survey of Western philosophy from the 6th century B.C. to the 16th century A.D. Attention will be focused on major metaphysical and ethical issues addressed in the ancient period and on the issue of the relationship between faith and reason in the medieval period. Special attention will be given to Plato, Aristotle, Augustine, and Thomas Aquinas.

252. History of Western Philosophy II (3 s.h.)

An introductory survey of Western philosophy from the 17th century A.D. to the 20th century A.D., and a continuation of PL 251. Attention will be focused on major epistemological issues during the modern period, with special concentration on the philosophers of the 17th and 18th centuries (e.g., Descartes, Hume, Reid, and Kant).

301. Metaphysics (3 s.h.)

Prerequisite: PL 201, or PL 251, or PL 252; or approval of the instructor. A consideration of fundamental questions about reality. Attention will be given to such topics as the nature of God, the relation between God and the world, the nature of the human person, the nature of mind, the question of the meaning of life, the problem of freedom and determinism, the nature of truth, and consideration of questions concerning essences and natural kinds.

302. Epistemology (3 s.h.)

Prerequisite: PL 201 or PL 252; or approval of the instructor. A study of the nature, structure, sources, types, and limits of knowledge and rational belief. In addition to consideration of the main theories of knowledge and rationality, attention will also be given to various forms of skepticism and the problems they pose.

306. Ancient Political Philosophy (3 s.h.)

A critical survey of some of the major texts in the Western tradition of political philosophy. Sources range from Homer to St. Augustine, and include the literature of epic, tragedy, history, philosophy, and theology. This course includes a research component. (Cross-listed as PO 306.)

307. Modern Political Philosophy (3 s.h.)

A critical survey of some of the major texts in the Western tradition of political philosophy. Sources range from Machiavelli to Marx to the post-moderns, and include the literature of Shakespearean tragedy, political essays, philosophy, and theology. This course includes a research component. (Cross-listed as PO 307.)

322. Existentialism (3 s.h.)

An introduction to modern existentialism emphasizing the view of Kierkegaard, Nietzsche, Dostoevski, Heidegger, Jaspers, Tillich, Marcel, Sartre, Buber, and Berdyaev.

350. Philosophy of the Arts (3 s.h.)

Prerequisite: PL 201, or PL 251, or PL 252; or approval of the instructor. A study of philosophical issues concerning the fine arts, including the nature of art, art and morality, aesthetic judgments, and the relation of art to worldviews.

375. Philosophy of Religion (3 s.h.)

A study of philosophical questions that arise from religion, and particularly from the Judeo-Christian tradition. Issues

explored include the existence and nature of God, the nature of God's relation to the world, the problem of evil, the problem of religious language, the rationality of religious belief, life after death, miracles, religious experience, religious plurality, and the relationship between religion and morality.

376. Ethics (3 s.h.)

An examination of classical and contemporary ethical theories. Attention will be given to both meta-ethical issues (e.g., the question of whether there is an objective moral order and the question of the relation of God to ethics) and normative ethical theories (e.g., Kantian ethics, utilitarianism, and virtue theory).

377. Contemporary Ethical Issues (3 s.h.)

Prerequisite: PL 201, or PL 251, or PL 252; or approval of the instructor. Recommended: PL 376. A consideration of some of the prominent ethical issues of our time, such as abortion, the death penalty, homosexuality, and affirmative action.

378. Christian Apologetics (3 s.h.)

A study of various approaches and problems in defending the Christian faith. Special attention will be given to contemporary challenges to the Christian faith. Some consideration will also be given to the ways in which Christian apologetics is related to philosophy, theology, and evangelism.

381. Special Topics (3 s.h.)

Prerequisite: PL 201, or PL 251, or PL 252; or approval of the instructor. A study of the thought of some historically significant philosopher(s) or of some important philosophical problem(s).

406. Seminar (3 s.h.)

Prerequisite: At least two 300-level philosophy courses. An advanced seminar on a topic of current interest in philosophy. Requirements include preparation and presentation of a research paper.

Biology (BG)

Professors Campbell, Mina, Nelsen (Chair)

The Department of Biology offers two majors: a Bachelor of Science and a Bachelor of Arts in Biology. With the Biology major graduates have a history of successfully entering a diversity of professional and graduate programs, ranging from Medicine and Human Genetics to Environmental Law and Toxicology. Other graduates directly enter competitive job markets, pursuing such careers as veterinary medicine, wildlife biology, genetic technology, and management.

Our educational philosophy is simple. We seek to help our students understand (a) fundamental and applied concepts in the biological sciences; (b) scientific ways of discovering, thinking, and learning; (c) skills (both technical and cognitive) that will be needed for career or further study; and (d) the role of biological principles and processes in society and the real world.

The Bachelor of Science degree in Biology is designed for students who plan to pursue a career in scientific research and/or who wish to pursue advanced medical studies or graduate studies in the biological sciences. The Bachelor of Arts degree in Biology is intended primarily for three groups of students: (a) those wishing to maximize course-selection opportunities (e.g., a minor); (b) those planning to enter environmental and health profession fields that do not require a doctoral degree or its equivalent; and (c) students pursuing science-related careers such as teaching, law, or managerial/compliance/quality assurance positions in science-related firms.

The Bachelor of Science degree in Biology with an emphasis in Biomedical Science (BS-Biomed) is

designed for students who plan to seek advanced degrees in medicine (e.g., M.D., P.A., M.S.N, D.V.M., D.D.S., D.P.T.), Pharmacology/Pharmacy, and M.S. and Ph.D. programs such as Biomedical Research, Forensic Science, Genetics, Physiology, and Biochemistry/Molecular Biology. Candidates for this degree take 38 hours of Biology courses, consisting of 110, 111, 202, 324, 340 or 407, 403, 404 and an additional 16 hours of Biology electives, generally including some combination of 200, 201, 210, 211, 302, 303, and/or 401. In addition, BS-Biomed candidates take Chemistry 101, 102, and 214-215; Physics 110 or 111 or 120; and Calculus or Scientific Statistics.

The Bachelor of Science degree in Biology with an emphasis in Ecology, Environmental Science, and Wildlife Biology (BS-EEW) is designed for students seeking to work or pursue graduate studies in conservation biology, ecology, zoology/botany, wildlife management, and environmental science. Candidates for this degree take 38 hours of Biology courses, consisting of 110, 111, 202, 324, 340 or 407, 403, 404 and select an additional 16 hours of Biology electives, generally including some combination of 204, 206, 207, 209, 214, 215, 216, 217, 220, 301, 302, 309, and/or 406. In addition, BS-EEW candidates take Chemistry 101, 102, and 214-215; Physics 110 or 111 or 120; and Calculus or Scientific Statistics.

The Bachelor of Arts degree in Biology is intended for students who wish to maintain maximal course-selection freedom while preparing for careers in business, environmental/ecological science, or health profession fields such as nursing and physical or occupational therapy. Candidates for the B.A. degree in Biology take 33 hours of Biology courses, consisting of 110, 111, 202, 324, 340 or 407, 403, 404 and 15 hours of Biology electives (see preceding B.S. elective lists). Chemistry 101 and 102 are required, and additional courses in Math, Chemistry, Physics, Business, or Psychology may be beneficial, depending on career goals.

Students pursuing a Minor in Biology will take at least 20 hours in Biology, including up to two 100-level courses (101, 110, and/or 111) and 12 or more hours in (a) the medical/physiology area, (b) the ecology/environment field, or (c) a combination of both.

Students wishing to graduate with Honors in Biology must have a grade point average of 3.6 or better in the major, as well as an overall grade point average of 3.3 or better. Honors students must also earn an "A" in BG 415, which involves a biological research project, a senior thesis based on that project, and a presentation at a regional or national biological meeting or (in extraordinary cases) an on-campus research forum. At least the last two years of coursework in the major must be completed at Erskine.

Biology majors are expected to develop competence in the use of computer and information technology, including word-processing (BG 110 and others), intranet-based classwork (BG 111 and others), Internet-based literature searching (BG 403 and others), computer-interfaced data acquisition (BG 303 and others), and standard communication, analysis, and presentation software (BG 407 and others).

The minor in Health Care Management introduces students to this growing field from a perspective of life science and business management. The health care management minor consists of 21 hours which includes the following coursework: BA 201, 222, 251; BG 210, 211, HE 202, and one course from BG 300 or MA 205. The following courses are recommended but not required: BA 252, 333, 334; BG 200 and an externship/internship in the healthcare management field.

Biology (BG)

101. General Biology (4 s.h.)

A basic study of biological principles for non-science majors. Lectures and laboratories address current biological and social

issues, such as emerging and resistant pathogens, genetic engineering and cloning, biodiversity, and other environmental challenges and solutions. Weekly lab. Fee required.

110. Concepts of Cellular Biology (4 s.h.)

This course Introduces the biochemistry, anatomy, and physiology of living cells. Topics range from the biochemical and genetic foundations of life to the roles of unicellular organisms in the environment and in human disease. Intended for science majors and minors. Weekly 3-hour lab. Fee required.

111. Concepts of Organismal Biology (4 s.h.)

This course, intended for science majors and minors, covers the anatomy and physiology of multicellular animals, as well as their interactions with the physical environment and with other organisms. Weekly 3-hour lab. Fee required.

200. Mechanisms of Disease (3 s.h.)

Prerequisite: BG 111 or consent of instructor. This course, intended primarily for students pursuing careers in health care and education, introduces the major causes and consequences of human disease. Topics include global patterns of morbidity and mortality, etiological factors, cancer, cardiovascular disease, nervous system disorders, reproductive disorders, communicable diseases, and parasites.

201. Microbiology (4 s.h.)

Prerequisite: BG 110. This course focuses on the morphology, physiology, and taxonomy of bacteria and viruses, and then addresses the mechanisms used by these microorganisms to cause disease and evade the immune system. Weekly 3-hour lab.

202. Genetics (4 s.h.)

Prerequisites: BG 110 or consent of Instructor. This course provides an overview of the following Important divisions of genetics: transmission genetics (how traits are inherited from generation to generation), quantitative genetics (analysis of complex characteristics using statistical procedures), and molecular genetics (structure and function of genetic material). Weekly 3-hour lab.

204. Environmental Biology (4 s.h.)

This course introduces important environmental issues, addressing them from both global and local perspectives and examining the conflicting ecological, economic, and political pressures that complicate resolution of environmental dilemmas. Laboratory investigations include the biology of local natural communities, assessment of air and water quality, and discussion of controversial issues. Alternate Fall terms. Weekly 3-hour lab.

206. General Zoology (4 s.h.)

A survey of vertebrate and invertebrate animal diversity, focusing on adaptations, interactions, and natural history of regional ecosystem faunas. Laboratory investigations involve identification and sampling of representative groups, behavioral observations, and field trips to diverse Carolina ecosystems. Alternate Fall terms. Weekly 3-hour lab.

207. General Botany (4 s.h.)

This course examines the structure and function of plants, emphasizing their economic, aesthetic, and ecological importance. Both field studies and laboratory exercises are included. Weekly 3-hour lab.

209. Animal Behavior (3 s.h.)

Prerequisite: BG 101, BG 110, or BG 111. Animals, including humans, face daily challenges to their continued survival.

This course addresses such diverse behavioral contexts as learning, communication, navigation, feeding, aggression, defense, reproduction, parental care, and social behavior. The underlying theme is the adaptive value of behavior.

210. Human Anatomy and Physiology I (4 s.h.)

This course is a study of human gross anatomy, histology, and physiological mechanisms of homeostasis and integration of systems. Topics will include cell metabolism, tissues, and the integumentary, skeletal, muscular, and nervous systems. Freshman status requires faculty approval. Weekly 3-hour lab.

211. Human Anatomy and Physiology II (4 s.h.)

This course is a study of basic human anatomy and histology of organs and physiological mechanisms of homeostasis and integration of systems. Topics will include tissues, cardiovascular, endocrine, digestive, respiratory, urinary, and reproductive systems. Freshman status requires faculty approval. Weekly 3-hour lab.

214. Carolina Vertebrates (3 s.h.)

Prerequisite: one semester of Biology. This course is a classroom-based study of vertebrates inhabiting the Carolinas. Students will learn to identify representative vertebrates, become familiar with the natural history of selected groups, and conduct research on a species of individual interest. Offered alternate Spring terms.

215. Vertebrate Studies (1 s.h.)

Corequisite: BG 214. A field-based lab course focusing on techniques employed to study vertebrates in the wild. Intended for students interested in ecology, evolution, environmental biology, and/or wildlife biology. Class size limited. Offered alternate Spring terms. Meets one 3-hour period per week.

220. Field Botany (2 s.h.)

A field-based course in plant biology, emphasizing collection and identification of local flora, herbarium techniques, and the value of selected plants to humans and to Carolina ecosystems. Meets weekly for one 3-hour period.

222. Special Topics in Biology (1-3 s.h.)

Prerequisite: 101, 110, or 111. This elective provides an opportunity to explore areas of biology that are not part of the regular curriculum, such as wildlife management, ornithology, and virology.

230. Introduction to Global Health (3 s.h.)

This course examines current and emerging issues in global health and provides an overview of the key biological, social, and environmental factors affecting health worldwide. Students will examine major health issues in developed and developing countries, explore the relationship between health and economic development, and evaluate the role of agencies and individuals in addressing global health issues.

299. Service-Learning in Biology (1-3 s.h.)

Prerequisites: Concurrent registration or completion of a Biology course designated as a service learning offering and permission of the Biology faculty. This course provides students an opportunity to apply classroom content to meaningful projects addressing real community needs. Students will be expected to complete a minimum of 40 hours of volunteer service with an approved non-profit organization, government agency, or community group for each semester hour of credit received. Students may repeat the course for a maximum total of 3 semester hours. Not for major or minor credit. Graded Pass/Fail only. Offered during any regular term.

300. Biostatistics (3 s.h.)

Prerequisite: MA 107, MA 141, or permission of instructor. This course covers both the principles and the methods of contemporary scientific statistics. Our goal is to achieve both conceptual understanding of and computational experience in such diverse areas as graphical and numerical descriptive statistical techniques, probability distributions, hypothesis-testing and inference, correlation, and linear regression. A major emphasis will be how to interpret and understand the calculated statistics as opposed to simply computing them. In the end, students should be able to better understand and assess the validity of reported research findings.

301. Herpetology (4 s.h.)

A study of amphibians and reptiles with emphasis on species of the southeastern U.S., this course will cover the morphology, physiology, behavior, and ecology of these ecologically important organisms. Major emphases will be the identification of species and the roles amphibians and reptiles play in ecosystems. Weekly 3-hour lab. This course is open to both Biology majors and non-majors.

302. Comparative Anatomy of the Vertebrates (4 s.h.)

Prerequisites: BG 110, 111. A systematic overview of the diversity of vertebrates that focuses on the relationship between morphological form and function. Additional topics include the biogeography and classification of vertebrates. Morphological dissection exercises will concentrate on higher vertebrates. Alternate Spring terms. Weekly 3-hour lab.

303. Human Physiology (4 s.h.)

Prerequisites: BG 110, 111, and junior standing. An introduction to the physiological processes of the human body. The course includes basic physical and chemical processes in tissues, detailed consideration of organ systems, and an integrative approach to understanding how the body maintains homeostasis. Weekly 3-hour lab.

309. Ethology Laboratory (1 s.h.)

Prerequisite or corequisite: BG 209, 406, or 407. A lab- and field-based exploration of animal behavior. Students design and conduct supervised research on an aspect of behavior ranging from foraging and migration to reproduction and defense against predators. Meets one 3-hour period per week.

324. Molecular Cell Biology (4 s.h.)

Prerequisites: BG 110 and BG 111 or permission of instructor. An overview of the structure, organization, and function of cells, with an emphasis on eukaryotic cellular and molecular processes. Weekly 3-hour lab.

340. Evolutionary Biology (4 s.h.)

Prerequisites: BG 110, BG 111, and BG 202. This course addresses both the patterns (results) of organic evolution on Earth and the processes (mechanisms) that have generated these patterns. Topics include biodiversity and biogeography (the history, variety, and distribution of life on Earth); the reciprocal connections between ecology (interaction), microevolution (adaptation), and macroevolution (diversification); mechanisms and patterns of genetic change within and beyond species boundaries; and contemporary emphases (phylogenetic inference) and discussions in the field of evolutionary biology. Weekly 3-hour lab.

399. Externship in Biology (1-4 s.h.)

Prerequisites: Junior standing. This course is an opportunity for students to work directly with professionals in their field of interest. Students will shadow professionals during their regular work and maintain a journal describing their activities and thoughts regarding the profession. Students earn one hour of credit for every 40 contact hours. Not for major or minor credit. May be repeated, but students may earn a maximum of four semester hours' credit toward graduation for this course.

401. Animal Nutrition (3 s.h.)

Prerequisites: Junior status and permission of the instructor. A course concerning animal nutrition for Pre-Veterinary students. The course includes a study of digestion; the role, metabolism and requirements of water, minerals, and trace elements; and energy and the metabolism of carbohydrates, lipids, and proteins. Additional topics include nutritional requirements, signs of nutrient deficiency, reproduction, lactation, antibiotics, hormones and growth.

403. Senior Seminar I (1 s.h.)

A 'capstone' course that offers the opportunity for Biology seniors (or early graduates) to conduct in-depth research and make a presentation on a topic of contemporary relevance to science and society. Fall terms.

404. Senior Seminar II (1 s.h.)

A 'capstone' course that offers the opportunity for Biology seniors (or early graduates) to conduct in-depth research and moderate a group discussion on a topic of contemporary relevance to science and society. Spring terms.

406. Methods in Environmental and Field Biology (3 s.h.)

Prerequisite: Previous course in zoology, ecology, or field biology. A field-based course in practical methods of environmental and ecological science. Topics include sampling and censusing of terrestrial and aquatic species, habitat delineation and assessment, behavioral data collection, computer modeling, and analysis of field data.

407. Ecology (4 s.h.)

Prerequisites: 110, 111, Junior or Senior status. A study of interrelationships among organisms and their environments, including the study of natural ecological systems and the effects of human activity upon them. Laboratory investigations will focus on characterization of regional ecosystems and quantitative data analysis. Weekly 3-hour lab.

410. Independent Study (1-3 s.h.)

Prerequisites: One semester of biology and sophomore status. Students pursue independent study in approved areas of the biological sciences. Except by written departmental approval, a maximum of four semester hours of independent study may be used to fulfill the course requirements for a major or minor in Biology.

411. Research in Biology (1-3 s.h.)

Prerequisites: Three semesters of biology and sophomore status. Supervised research with a faculty member on a topic of contemporary biological significance. Pass/Fail.

415. Honors Program in Biology (1 s.h.)

Program requirements include a thesis based on original research and thorough review of relevant literature and an oral presentation of the research at a scientific meeting or (in exceptional cases) an on-campus research forum. The program is open to students meeting the general College criteria for departmental honors.

444. Topics in Advanced Biology (2-4 s.h.)

An elective for juniors and seniors in Biology. Possible topics include marine biology, histology, parasitology, and conservation biology.

Geology (GL)

101. Geology (4 s.h.)

An introduction to the natural processes that occur on and within the Earth. Topics include plate tectonics, earthquakes, volcanoes, mountain building, weathering and erosion, glaciation, and oceans. Weekly 3-hour lab. Fee required.

Health Science (HE)

The Health Science degree is a co-sponsored degree between the Athletic Training faculty and the Biology faculty. There are two majors within the Health Science curriculum: a Bachelor of Science and a Bachelor of Arts. The Health Science degree is intended to prepare graduates to earn admission to a wide array of allied health professional and graduate programs. Students must identify prerequisite courses required by each graduate program to which they plan to apply, and arrange their academic plan so they complete those courses.

The goal of the Health Science degree is to (a) teach students the fundamentals of health and the sciences courses associated with human health; (b) engage students with professionals in the health care network; (c) develop the skills of the students so that they will need to continue in further study in healthcare; (d) create a mindset in the students which encourages them to pursue healthcare research and explore topics that relate to field.

The Bachelor of Science degree in Health Science is designed for students who plan to pursue a career in fields that require scientific research and/or wish to pursue advanced allied healthcare studies. Candidates for the B.S degree in Health Science take 8 hours of Health Science courses, consisting of 201, 202, 203, 303, and 401. Students will also take 9 hours of Athletic Training courses, consisting of 317, 402, and 403. Sixteen hours of Biology (BG 110, 111, 210, 211) and four hours of Chemistry (CH 101) are required. Students must complete eleven hours by selecting one course from each of the following lists: PY 306, PY 313, ED 210, BG 230, BG 200 (3 hours); PH 110 or CH 102 (4 hours); and BG 201, 202 or 303, PH 111 or CH 102 (4 hours).

The Bachelor of Arts degree in Health Science is intended primarily for three groups of students: (a) those wishing to maximize course-selection opportunities (e.g., a minor); (b) those planning to enter a health profession that does not require a doctoral degree or its equivalent; and (c) students who are interested in pursuing non-patient oriented healthcare related fields such teaching, managerial, or healthcare administration. Candidates for the B.A degree in Health Science take 8 hours of Health Science courses, consisting of 201, 202, 203, 303, and 401. Students will also take 9 hours of Athletic Training courses, consisting of 317, 402, and 403. Twelve hours of Biology are required including 110, 210, and 211. Students must take another 4 hours in Biology or Chemistry (BG 111 or CH 101). Students must complete one course from PY 306, PY 313, ED 210, BG 230, or BG 200.

Students wishing to graduate with Honors in Health Science must have a grade point average of 3.6 or better in the major as well as an overall grade point average of 3.3 or better. At least the last two years of coursework in the major must be completed at Erskine.

Health Science (HE)

201. Introduction to Healthcare (3 s.h.)

Intended for those interested in pursuing a career in an allied healthcare field. Students will learn about various healthcare professions, including educational requirements and professional practice, and will discuss the American healthcare system.

202. Medical Terminology (1 s.h.)

A study of the most commonly used terminology as it relates to allied healthcare.

203. Field Experience in Healthcare I (1s.h.)

Prerequisite: sophomore status. An on-site clinical experience with a credentialed healthcare professional. Requires 50 hours of supervised experience.

303. Field Experience in Healthcare II (1 s.h.)

Prerequisites: PY 201, HE 203 and junior status. A second on-site clinical experience with a credentialed healthcare professional. Requires 50 hours of supervised experience.

401. Research Methods in Health Science (2 s.h.)

Prerequisite: MA 205. A study of methodology used in healthcare research. Students will learn how to ask proper research questions, how to perform and write a literature review, and how to collect research data.

Athletic Training

Professors Kroskie, Magee, Major, Newman

Athletic Training (AT)

216. Emergency Response (1 s.h.)

A comprehensive course for training and certification in emergency response which includes community first aid; adult, child and infant CPR; AED, oxygen administration, OSHA standards, communicable diseases, and transport. Fee required.

317. Nutrition Counseling (3 s.h.)

An in-depth study of the science of nutrition, with special emphasis on diet counseling and tailoring nutrition programs to meet individual aspirations and needs. Includes the use of computers in nutrition planning and an in-depth study of healthy food preparation.

402. Kinesiology (3 s.h.)

Prerequisite: BG 210 or 211. A study of the muscular and mechanical factors in bodily movements.

403. Physiology of Exercise (3 s.h.)

Prerequisite: BG 210 or 211. Introduction and overview of the physiological basis of physical education and athletics. The effects of exercise on various systems will be considered. Practical application of exercise science to physical fitness and athletic performance will be emphasized.

417. Exercise and Weight Control (3 s.h.)

A comprehensive study of exercise techniques and how an exercise program can be designed to meet individual goals and needs. Goal-setting, motivational and time management techniques will be discussed, as well as cardiovascular and strength training programs for specific sports.

Master of Science in Athletic Training

The Master of Science degree in Athletic Training is intended for students who have completed their bachelor's degree and wish to pursue a career in Athletic Training. In order to be considered for entry into the program, students must have (a) completed the requirements for a bachelor's degree; (b) have a 3.0 GPA average; (c) completion of the GRE exam; (d) a minimum of B- in the following courses: biology with lab, chemistry with lab, physics with lab, general or health-related psychology, anatomy with lab, physiology with lab, exercise physiology, exercise physiology, biomechanics or related course with lab, nutrition, public health or related course, statistics; (e) current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers; (f) two letters of recommendation, one of which has to be from a BOC

Certified Athletic Trainer; (g) completion of the required interview with the Erskine College Athletic Training Department faculty.

The goal of the Master of Science degree in Athletic Training is to equip students with the knowledge and skill set needed to pass the board of certification exam and have a successful career as a certified athletic trainer. This knowledge will include (a) how to properly evaluate, diagnose, and treat various medical conditions that are commonly seen in the profession; (b) how to design and implement health and performance-screening protocols; (c) learn the fundamentals of athletic training research including how to collect patient-oriented outcomes data; (d) learn how to interact and treat patients using a holistic approach to health; (e) the principles of administration in athletic training; (f) and the importance of continuing education, professional involvement, and advocacy for the profession.

For completion of the degree, students will need to complete a predetermined course load of 65 credit hours throughout two years. Additionally, each course in the MSAT degree will require students to complete clinical contact hours under the supervision of a certified Athletic Trainer. These clinical contact hours will provide students the opportunity to translate their classroom knowledge into clinical practice while working with real patients. Lastly, students will have to complete two intensive clinical rotations at sites approved by the Erskine College Athletic Training Department. During these intensive rotations, students will take courses online while working at the location of their choosing. These rotations will provide a very accurate picture of the profession and are designed to prepare students to enter the workforce upon graduation.

The MSAT degree design will enable the institution to recruit graduates from other institutions as well as students from Erskine who completed their degree in four years and wish to further their education to become certified athletic trainers. These students will begin the graduate curriculum and complete the required 65 credit hours in addition to the required number of clinical experience hours.

The current Health Science degree was created to allow future students to perform a 3+2 degree. For financial aid purposes, students enrolled in the 3+2 track would be eligible for three years of state scholarship. Students receiving state scholarship for the first three years would be responsible for paying the entirety of costs accrued in the fourth and fifth year through private scholarships or out-of-pocket payments.

The first three years of a suggested 3+2 course sequence is provided below. It should be noted that the following course sequence only accounts for 114 of the total 124 credit hours needed in order to earn a bachelor's degree. The additional hours could be added throughout the three years, or by students taking eligible courses in the summers. Upon completing this course sequence with a 3.0 average, students will have fulfilled all requirements for completion of a BS degree in Health Sciences as well as fulfill all course requirements for application to the MSAT program. costs accrued in the fourth and fifth year through private scholarships or out-of-pocket payments.

Freshman			
Fall		Spring	
Course	Credits	Course	Credits
CH 101*	4	BG 111*^	4
EN 102 or EN 103^	3	HE 201	3
MA 107 or MA 141^	3	HE 202	1
PE 102^	4	CH 102^	4
HS 101 or 102^	3	AR/EN Formation Course^	3
Elective	3	Elective	3
Total Credits	20	Total Credits	19

Sophomore			
Fall		Spring	
Course	Credits	Course	Credits
BG 110*^	4	HE 203	1
PY 201*	3	AT 317*	3
HS/PO 105^	3	English Formation Course^	3
BR 125^	3	BG 230*^	3
MA 205^	3	BG 303*	4
		HE 401	2
Elective	3	Elective	3
Total Credits	19	Total Credits	19

Junior			
Fall		Spring	
Course	Credits	Course	Credits
BR 126^	4	BG 211*^	4
BG 210*^	4	AT 403*	3
MA 205*	3	AT 402*	3
HE 303	1	BR/PL/PY Formation Course^	3
PH 110^	4	AR/BR/PL/HS Formation Course^	3
Elective	3	Elective	3
Total Credits	19	Total Credits	19

*Grade of B- or better in this course is a requirement for application into the MSAT

^Indicates a CORE curriculum course

Master of Science in Athletic Training (MSAT)

501. Lower Extremity Orthopedics (3 s.h.)

Students will learn evaluation methods including structure palpation, strength assessment, and special tests for various injuries of the lower extremities. The course will be taught using a lecture component as well as hands-on laboratory time.

502. Emergent Care (3 s.h.)

Students will learn skills, techniques, and rapid assessment strategies that are required for emergent situations. These situations include spine boarding, wound care, and emergency first aid. Class participation will include mastery of skills through group practice and peer-feedback.

503. Foundations of Modalities (3 s.h.)

In this course, students will learn the principles associated with various therapeutic modalities which athletic trainers use in the treatment and rehabilitation of pre-op patients, post-op patients, and patients with nonsurgical conditions that align with a proper plan of care. Class discussions will focus on clinical decision-making and application of interventions, emphasizing evidence-based practice.

504. Upper Extremity Orthopedics (3 s.h.)

This course will focus on teaching students on how to correctly diagnose, administer tests, and create a patient-centered plan of care for individuals suffering from various upper extremity orthopedic conditions. Throughout this block, students will analyze patient outcomes literature, engage in round-table discussions, and work with simulated patients..

505. Lower Extremity Rehabilitation (3 s.h.)

Taking the foundational knowledge gained from MSAT 501, students will learn and practice goal setting, exercise progression, plan structure and rehabilitation for the hip, knee, ankle, and foot. Course structure will include both lecture and laboratory components with peer-practice and simulation exercises.

506. Health Screening and Long-Term Health Care (3 s.h.)

Throughout this course, students will learn how to properly administer pre-participatory exams as well as how to conduct general health screenings. Additionally, students will learn how to develop plans to educate patients to help reduce the risks for long-term health conditions across the lifespan.

507. Head, Neck, and Spine Conditions (3 s.h.)

This course will provide students with a further understanding of the functional anatomy of the head, neck, and spine. Students will also learn how to perform in-depth assessments, diagnose, and treat various pathologies that affect these areas.

508. General Medical Conditions I (3 s.h.)

In this course, students will examine the major systems of the body and how each one can affect an individual's overall health. Students will learn about these systems through lectures, laboratory classes, as well as simulated patient experiences.

509. Upper Extremity Rehabilitation (3 s.h.)

This course will focus on the rehabilitation of the upper extremities. To do this, students will create patient-centered care plans that address all aspects of the rehabilitation continuum, from initial injury all the way to return to function protocols.

510. Pharmacology in Athletic Training (3 s.h.)

Athletic trainers routinely work with patients who are prescribed various medications making it necessary for them to learn about the interactions that these medications can have in the body. This course will go over the fundamentals of pharmacology and how it can influence the rehabilitation continuum.

511. General Medical Conditions II (3 s.h.)

Throughout this class, students will learn how to examine patients and identify various medical conditions. These conditions will include those that affect the ears, nose, and throat, the mouth, the eyes, the skin, the GI tract, and the reproductive/genitourinary systems. Students will learn to diagnose and treat these conditions through lectures and laboratory classes as well as simulated patient experiences.

512. Psychosocial Conditions and Interventions (3 s.h.)

This course is designed to teach students about aspects of psychological conditions affecting various populations as well as interventions and referral strategies for managing such conditions. Conditions most commonly seen by athletic trainers include grief from loss, eating disorders, depression and anxiety, and others. Learning concepts will be presented through lecture and simulation experiences.

513. Sports Performance (3 s.h.)

This course will teach students how to develop, implement, and evaluate programs that maximize sports performance and reduce the risk of injury during participation. Additionally, students will learn how to evaluate and make recommendations to

patients about secondary factors that may affect performance such as weather and protective equipment.

514. Administration in Athletic Training (3 s.h.)

Having gained foundational knowledge of patient evaluation and treatment, students will be taught about the administrative aspects of athletic training and healthcare. These include documentation practices, interactions with insurance providers, and how to create and operate a functional athletic training facility.

515. Intensive Clinical Experience I (4 s.h.)

The Intensive Clinical Experience is designed to immerse the student into the practice of Athletic Training. Before starting this course, students will select a clinical site from our preceptor network in which they wish to learn. They will then spend the entire block learning and working at that clinical site. Students are encouraged to select sites that match their career goals.

516. Patient-Centered Care (3 s.h.)

After learning about the fundamentals of patient care in other courses, students will be taught how to look at the patient from a holistic perspective to learn how a person's individuality may influence the healing and rehabilitation process. This course will also help refine students' patient interactions through patient simulations, video recordings, and group feedback.

517. Foundations of Healthcare Research (3 s.h.)

This course will familiarize students with athletic training healthcare research. Students will examine various types of research designs and what impact each of those designs has on evidence-based practice. By the end of the course, students will choose a research paradigm that they wish to explore in MSAT 518.

518. Clinical Research (3 s.h.)

After selecting a research paradigm in MSAT 517, students will create a research project within that framework. The research should focus on bridging the gap between literature review and clinical practice. At the end of this course, students will present their research projects to their peers and members of the faculty.

519. Healthcare Policy and Implementation (3 s.h.)

This course will examine the complex nature of healthcare systems, how healthcare policies are created, and what effect those policies may have on different populations. To do this, students will work within scenarios that require examination of current policies and creation of their own theoretical healthcare initiatives.

520. Transition to Practice in Athletic Training (3 s.h.)

This online course will help students prepare for their careers in Athletic Training. Course topics will include how to integrate into the profession, what to expect in a first-year job setting, how to become a lifelong learner, and how to become an advocate for the profession.

521. Intensive Clinical Experience II (4 s.h.)

The Intensive Clinical Experience is designed to immerse the student into the practice of Athletic Training. Before starting this course, students will select a clinical site from our preceptor network that they wish to learn in. They will then spend the entire block learning and working at that site. Students are encouraged to select sites that match their career goals.

Chemistry and Physics

Professors Boyd, Hayden, Thomas (Chair), Michonova

The Department of Chemistry and Physics prepares students for graduate study in biochemistry,

chemistry, physics, and related sciences; for careers in the chemical industry, environmental science, and governmental laboratories; for entering the health professions, including medicine, dentistry, and pharmacy; for further study and careers in engineering fields; and for non-traditional careers such as industrial management, marketing, or law. Since an understanding of chemistry and physics is essential in the study of other disciplines and for a proper understanding of the technological society in which we live, the Department provides service courses for the basic curriculum and for other major areas of study. The Department seeks to help students to communicate effectively, to reason abstractly, and to develop an understanding of the natural environment.

Chemistry Major (CH)

The Bachelor of Science degree in Chemistry is designed for those students intending to pursue a career in chemistry, either those planning to do graduate work leading to the M.S. and/or Ph.D. degrees, or those planning to become industrial or governmental chemists. The Bachelor of Arts degree in Chemistry is primarily designed to provide a strong background for premedical, pre-dental, and pre-pharmacy students. It can also be modified to prepare students for careers in non-traditional areas.

The Bachelor of Science degree in chemistry requires 37 hours in chemistry, consisting of 101, 102, 214, 215, 216, 217, 305, 315, 306 or 320 or 322, 401, 402, 405 and 415. In addition, Math 141, 142, Physics 110, 111 or 120,121 and one course chosen from Chemistry 107/8, Physics 220, Biology 201, Biology 202, Biology 204, Biology 211, Math 241 and Math 280 are required.

The Bachelor of Arts degree in Chemistry requires 29 hours in chemistry, consisting of 101, 102, 214, 215, 305, 315, 401, 415, and two additional chemistry courses from 216-217, 306, 320, 322, 402, or 405. In addition, Math 141, 142, Physics 110,111 or 120,121 and one course chosen from Physics 220, Biology 202, Biology 211, and Biology 303 are required. Pre-medical and pre-dental students should choose Chemistry 216-217 and 320 or 322 as their two additional chemistry courses.

The Bachelor of Science degree in Chemistry with an emphasis in Biochemistry is designed for the chemistry major who plans to enter graduate school in biochemistry or to enter the work force in fields where a knowledge of biochemistry is useful. The degree is also designed for students who plan to enter medical school, dental school, or pharmacy school. This degree requires 37 hours in chemistry, consisting of 101, 102, 214-217, 305, 315, 320, 322, 323, 401 or 402, 405 and 415. In addition, Math 141, 142, Physics 110,111 or 120,121 and one course chosen from Physics 220, Biology 202, Biology 211 and Biology 303; and Biology 110 and 111. Students intending to enter graduate school are encouraged to take Chemistry 402 and two additional biology courses at or above the 200 level.

The Bachelor of Science degree in Chemistry with an Environmental emphasis is designed for the chemistry major who plans to enter graduate school in environmental science or to enter the work force in fields where a knowledge of environmental science is useful. The Bachelor of Science degree in Chemistry with an Environmental emphasis requires 38 hours in chemistry, consisting of 101, 102, 107, 108, 214, 215, 216, 217, 305, 315, 401, 402, 405, and 415. Other required courses include Math 141, 142, Biology 204, and either Physics 110 and 111, or Physics 120 and 121. Either Biology 201 or Biology 407 must also be taken.

The Bachelor of Arts degree in Chemistry with an emphasis in Biochemistry is designed for the chemistry major who is proposing to enter medicine or another health profession. This degree requires 32 hours in chemistry, consisting of 101, 102, 214-217, 305, 315, 320, 322, 401 or 402 and 415. In addition, Math 141, 142; Physics 110,111 or 120,121 and one course chosen from Physics 220, Biology 202, Biology 211 and Biology 303; and Biology 110 and 111. Students are encouraged to take two additional biology courses at or above the 200 level.

The Minor in Chemistry requires 101, 102, 214/5 and 10 s.h. chosen from the following courses: 216/7, 305, 306, 320, 322, 323, 401, 402, and 405.

The Department of Chemistry and Physics will grant the designation "Honors in Chemistry" to those students meeting the following requirements:

1. Completion of the courses required for a Chemistry degree with a GPA of 3.60 or better.
2. Completion of 4 s.h. of research during the academic year or completion of a summer undergraduate research program.
3. A research presentation at a national or regional meeting of ACS, CUR or the equivalent.
4. An average national ranking of 60 percent or better on the ACS exams in general, organic, analytical and physical chemistry.

Students seeking honors should declare their intent to the Department in their junior year.

101. Chemical Principles I (4 s.h.)

Fundamental chemical principles are emphasized in class and laboratory. Topics covered include: atomic theory and atomic structure; chemical formulas and equations; thermochemistry; behavior of gases; the Periodic Table; chemical bonding; liquids and solids; and solutions. Students in this course will be taught to reason abstractly and to develop an understanding for the natural environment. Outstanding students with a strong background in chemistry may obtain credit for this course by passing the Proficiency Examination. Weekly lab. Fee required. Credit may not be awarded for both Chemistry 101 and Chemistry 105.

102. Chemical Principles II (4 s.h.)

Prerequisite: 101. A continuation of the study of the principles of chemistry. Topics covered include: spontaneity of reaction; chemical equilibrium; rates of reaction; acids and bases; coordination compounds; oxidation and reduction reactions; electrochemical cells; and nuclear chemistry. Students in this course will be taught to reason abstractly and to develop an understanding of the natural environment. Weekly lab. Fee required.

103. Chemistry Honors Laboratory (0 s.h.)

Co-requisite CH 102 (4 s.h.). An honors section of CH 102 Laboratory. Enrollment by invitation only. Honors lab activities will emphasize experiment design, data analysis, and scientific communication. (Pass/Fail). Weekly Lab.

104. Freshman Chemistry Laboratory (1 s.h.)

Prerequisite: consent of Department. A course consisting of the laboratory portion of Chemistry 101 or 102. The course is restricted to incoming students who have earned credit for the course content of Chemistry 101 or 102 but who do not have college level laboratory skills. Course may be repeated if a student requires laboratory instruction from both courses. Fee required.

105. Concepts in Chemistry (4 s.h.)

A course in chemistry for non-science majors designed to provide an understanding and appreciation of (1) the nature and methods of science (2) some of the fundamental laws and theories of chemistry, and (3) the role of science in society and how it relates to other areas of human endeavor. Students in this course will be taught to reason abstractly and to develop an understanding of the natural environment. This course will not serve as a prerequisite for more advanced science courses. Weekly laboratory. Fee required. Credit may not be awarded for both Chemistry 101 and Chemistry 105.

107. Environmental Chemistry (3 s.h.)

Prerequisite: CH 101 or CH 105. A study of the chemistry underlying modern day environmental issues. The objective of the course is to better understand the application of chemical principles to modern day environmental concerns. Topics to be covered include: the atmosphere; acidic precipitation; air and water pollution and modern remedies; environmental toxicology; alternate energy sources, including nuclear, electrochemical, hydrogen and solar.

108. Environmental Chemistry Lab (1 s.h.)

A series of labs designed to illustrate principles of environmental chemistry. Will be offered when CH 107 is taught in Fall or Spring semesters. Fee required.

211. Mentored Research in Chemistry (1-3 s.h.)

Prerequisite: consent of Department. A course in mentored research for exceptional freshman and sophomore students in a variety of fields of Chemistry. Credit depends upon time devoted to project. Pass/Fail.

214. Organic Chemistry I (3 s.h.)

Prerequisites: 101 and grade of "C" or better in 102 or equivalent. A systematic study is made of the principal classes of carbon-containing compounds: their structures, nomenclature, physical properties, preparation, and characteristic reactions. These unifying concepts are stressed: (1) the structures of organic compounds determine their properties and reactions, and (2) there exists a limited number of mechanisms by which organic compounds react. This course emphasizes the mechanistic pathways and synthetic utility of organic reactions.

215. Organic Chemistry I Lab (1 s.h.)

A laboratory course that must be taken concurrently with CH 214. Provides training in the preparation, purification, and identification of organic compounds. Fee required.

216. Organic Chemistry II (3 s.h.)

Prerequisite: 214. This course continues the study of the principles of organic chemistry begun in 214. In addition, the spectroscopic characterization of organic compounds is introduced.

217. Organic Chemistry II Lab (1 s.h.)

A laboratory course that must be taken concurrently with CH 216 and after completion of Organic Chemistry I Lab. Synthetic techniques and the application of spectroscopy to structure determination are emphasized. Fee required.

305. Quantitative Analysis (4 s.h.)

Prerequisite: Grade of "C" or better in 102. A course in analytical chemistry including gravimetric, volumetric and basic instrumental methods of analysis. Topics covered include: acid-base equilibrium; acid-base titration; complexometric titration; precipitation reactions; oxidation-reduction reactions; electro-chemical analysis; ultraviolet-visible spectroscopy; atomic absorption spectroscopy; and gas chromatography. Problem solving is emphasized. Laboratory (three hours a week) consists of analysis of unknowns by standard volumetric, gravimetric and instrumental methods. Fee required.

306. Inorganic Chemistry (3 s.h.)

Prerequisites: 214-217. Selected topics in modern inorganic chemistry. Areas of emphasis to include: transition metal complexes, crystal field theory, reactions of transition metal complexes, bioinorganic complexes, solid state structures and theory, and descriptive chemistry of some representative elements.

315. Junior Seminar (1 s.h.)

An introduction to the chemical literature and to scientific writing. Required of all majors.

320. Biochemistry (3 s.h.)

Prerequisite: a C or better in 216. An in-depth study of the structures and physical properties of amino acids, proteins, enzymes, carbohydrates and lipids. Additional topics include enzyme kinetics, enzyme mechanisms and the thermodynamics and regulation of biochemical processes.

322. Advanced Biochemistry (3 s.h.)

Prerequisites: 214-217; 320. An in-depth study of the chemical reactions that constitute metabolism. In particular, the ways in which cells extract energy and reducing power from their environment will be examined. The pathways by which cells synthesize amino acids, lipids, nucleotides and other biomolecules will be studied.

323. Advanced Biochemistry Lab (1 s.h.)

Prerequisite: 320. Laboratory work investigating areas such as enzyme catalyzed reactions, amino acid analysis, and protein purification. Fee required.

399. Externship in Chemistry (1-4 s.h.)

Prerequisite: Minimum of 56 s.h. This course is an opportunity for students to work directly with professionals in their field of interest. Students can choose health-related, environmental, industrial or other approved fields. Students will shadow professionals and maintain a journal describing their activities and thoughts regarding the field. Students earn one hour of credit for every 40 contact hours. Not for major or minor credit. May be repeated, but students may earn a maximum of four semester hours' credit toward graduation with this course.

401. Physical Chemistry I (4 s.h.)

Prerequisites: grade of "C" or better in 102, Math 141 and 142. Classical thermodynamics will be examined with application to the areas of chemical equilibrium, phase equilibria, and electrochemistry. Chemical kinetics will also be studied. Weekly lab. Fee required.

402. Physical Chemistry II (4 s.h.)

Prerequisite: grade of "C" or better in 102. The theories of quantum mechanics will be developed and applied to model systems. Applications of quantum mechanics to spectroscopy and statistical mechanics will be examined. Weekly lab. Fee required.

403. Quantum Essentials (2 s.h.)

An introduction to quantum chemistry and spectroscopy. Topics include postulates of quantum mechanics, particle in a box, harmonic oscillators and rigid rotors. Applications will include: Vibrational, rotational, and rovibrational spectra, hydrogenic and many-electron atoms, and atomic spectra.

405. Instrumental Methods of Analysis (4 s.h.)

Prerequisite: 214-217, 305. A survey of the theory and practice of modern analytical instrumentation. Topics covered include: ultraviolet-visible spectroscopy; infrared spectroscopy; nuclear magnetic resonance spectroscopy, mass spectrometry; gas and liquid chromatographic methods of analysis; atomic absorption spectroscopy; and electrochemical methods of analysis. Weekly lab. Fee required.

410. Independent Study (Credit to be determined)

Individual project.

411. Research in Chemistry (1-3 s.h.)

Prerequisite: Consent of department. Honors course of supervised research in a variety of chemical fields. Credit depends on problem selected and time devoted. Pass/Fail.

415. Senior Seminar (1 s.h.)

This course will provide students the opportunity to communicate the results of scientific investigation. Each student will give two oral presentations to the class and submit a senior thesis. Required of all majors.

418. Thesis and Presentation (2 s.h.)

Prerequisite: CH411 and faculty approval. Techniques and skills of effective technical communication are emphasized and used to complete an undergraduate research thesis. Upon completion of the thesis, the student will orally defend the thesis in a public forum on campus. The thesis and defense will be supervised by a thesis committee consisting of three or more faculty members, including one from outside the Department.

444. Special Topics in Chemistry (1-3 s.h.)

Prerequisite: Consent of instructor. An elective for advanced students. Offers an opportunity to study an advanced area of chemistry. Specific course topics will vary according to professor and student interest. Possible topics include: group theory, liquid crystals, surface chemistry, experimental techniques, stereochemistry, polymer chemistry, structure-reactivity relationships, reaction mechanisms, and synthesis in organic and biochemistry. Offered on demand.

Physics (PH)

The Physics program offers a minor and courses designed to provide a good physics background for students who are majoring in mathematics, chemistry and biology or who intend to pursue careers in engineering or the health professions.

The Minor in Physics requires 110 or 120, 111 or 121, 220, and six additional hours in physics at the 200 level or above.

106. Astronomy (4 s.h.)

Prerequisite: Proficiency in algebra and trigonometry. An introduction to the constellations, history of astronomy, use of telescopes, the solar system, spectra of stars, binary and variable stars, life cycle of stars, stellar distances, galaxies, relativity, and cosmology. Includes weekly labs or observations. Fee required.

110. General Physics I (4 s.h.)

Prerequisite: Proficiency In algebra and trigonometry. An introduction to motion, forces, energy, momentum, sound, and waves. Labs give students hands-on experience applying physical concepts. Offered fall semester. Fee required.

111. General Physics II (4 s.h.)

Prerequisite: PH 110 or PH 120. An introduction to electricity and magnetism, optics, special relativity, atomic structure, and nuclear physics. Labs give students hands-on experience applying physical concepts. Offered spring semester. Fee required.

120. Introductory Mechanics (4 s.h.)

Prerequisite: MA 142. A calculus-based introduction to linear and rotational motion, work and energy, momentum, fluids, gravitation, oscillations, and waves, using a hands-on guided discovery pedagogical approach. Offered alternate years. Fee required.

121. Introductory Electromagnetism (4 s.h.)

Prerequisite: MA 142 and PH 120. A calculus-based introduction to electricity, magnetism, DC and AC circuits, electromagnetic waves, and optics, using a hands-on guided discovery pedagogical approach. Offered alternate years. Fee required.

220. Introductory Relativity and Quantum Physics (4 s.h.)

Prerequisites: MA 142 and either PH 111 or PH 121. An overview of principles of special relativity and quantum physics. Topics include Lorentz transformations and simultaneity; wave/particle duality; solutions of the Schrödinger equation for simple cases.. Includes weekly labs. Offered alternate years. Fee required.

320. Atoms, Molecules, and Condensed Matter (3 s.h.)

Prerequisite: PH 220. A study centered around one-electron and multielectron atoms, bonding and spectra of molecules, and band theory of solids. Offered at departmental discretion.

325. Nuclei, Elementary Particles, and the Cosmos (3 s.h.)

Prerequisite: PH 220. A study centered around models, decay, and reactions of nuclei; discovery, classification, and theory of elementary particles; and the formational history of the universe as a whole. Offered at departmental discretion.

344. Special Topics in Physics (1 - 4 s.h.)

Prerequisite: Consent of instructor. An opportunity to study topics outside of the regular physics curriculum. Some possible topics are: optics, solid state physics, computational physics, mathematical methods of physics, and advanced quantum mechanics. May be repeated for credit. Offered at departmental discretion.

399. Externship in Physics (1-4 s.h.)

Prerequisite: Minimum of 56 s.h. This course is an opportunity for students to work directly with professionals in their field of interest. Students can choose engineering, industrial or other approved fields. Students will shadow professionals and maintain a journal describing their activities and thoughts regarding the field. Students earn one hour of credit for every 40 contact hours. Not for minor credit. May be repeated, but students may earn a maximum of four semester hours' credit toward graduation with this course.

410. Independent Study (Credit to be determined)

Prerequisite: Consent of instructor. Supervised study with a faculty member on a specialized topics in physics. Offered at departmental discretion.

411. Research in Physics (1-3 s.h.)

Prerequisite: Consent of instructor. Supervised research with a faculty member on a contemporary topic in physics. Offered at departmental discretion.

Christian Leadership

The purpose of the minor in Christian Leadership is to provide broad and well-rounded perspective on diversity/culture, people's behaviors, leadership, and ethics important for being a good leader in the Church. In each of the three required courses, there will be coordination of leadership texts to focus on good and bad examples of Christ-centered leadership from existential (Psychology), contextual (Business), and normative (Bible) perspectives. This 18-hour program requires six hours from each of three cognate areas:

Psychology: Required: PY 220 Psychology of Religion; Options (pick one): PY 215 Race and Ethnic Relations, PY 303 Social Psychology, PY 306 Abnormal Psychology, or PY 307 Industrial-Organizational Psychology.

Business: Required: BA 220 Christian Leadership in Business; Options (pick one): BA 240 Christianity and Economics, BA 341 Organizational Behavior, or BA 375 Service Learning.

Bible & Religion: Required: BR 200 Biblical Ethics; Options (pick one): BR 354 World Religions, BR 378 Christian Apologetics, BR 452 Religion and Contemporary American Culture, or PL 376/377 Ethics.

Economics and Business (BA)

Professors Abraham, Martin, McCurry (Chair), Truell

Mission

The Department of Economics and Business aims to develop and enrich individuals through a Christ-centered learning environment. Our goal is to prepare each student for the changing world by providing a foundation of knowledge, skills, and ethics through high standards for excellence and hands-on applications of business principles. In addition, we intend to encourage our future leaders to become active members of the community around them.

Goals

1. Graduates can communicate effectively.
Successful students should understand the importance of effective communication. They should be able to develop well-written reports, memos, and letters; make effective oral presentations; explain and interpret findings and conclusions; justify conclusions or recommendations; and organize ideas into a coherent train of thought.
2. Graduates convey content specific knowledge in business.
Successful students demonstrate content specific knowledge in the foundation areas of business.

Business Administration Major

The Department of Economics and Business of Erskine College strives to prepare students to thrive in their chosen business professions. The goal of the department is to graduate students who can communicate effectively and who have a strong knowledge of the foundational areas of business. Successful students are prepared to enter the workforce or pursue a graduate degree. Business Administration majors concentrate in either accounting or business administration.

A major in business administration requires 48 semester hours with nine fundamental courses:

- BA 221 Principles of Economics: Macroeconomics
- BA 222 Principles of Economics: Microeconomics
- BA 231 Business Law
- BA 251 Principles of Accounting I
- BA 252 Principles of Accounting II
- BA 259 Introduction to Management Information Systems
- BA 324 Business Finance*
- BA 333 Principles of Management
- BA 334 Principles of Marketing

* *MA 205 Elementary Statistics is a prerequisite.*

The business administration major also requires a concentration in one of two areas: Accounting or Business. Each requires the following courses:

Accounting Concentration

- BA 351 Intermediate Accounting I
- BA 352 Intermediate Accounting II
- BA 354 Cost Accounting
- BA 456 Income Tax
- BA 458 Auditing
- BA 460 Accounting Information Systems
- BA 480 Accounting Seminar

Business Concentration

- BA 345 Small Business Development or BA 380 Entrepreneurship
- BA 490 Business Strategy
- BA 201 Introduction to Business or SM 201 Introduction to Sport Management
- Four Courses from any BA 300 - 400

Modifications from this program require written approval of the department. Students are encouraged to take an internship in the summer between their junior and senior year.

Business Administration Minor

A minor may be earned in business administration by students in other majors consisting of 15 hours which must include:

- BA 201 Introduction to Business
- BA 222 Principles of Economics: Microeconomics
- BA 251 Principles of Accounting I
- BA 252 Principles of Accounting II
- A choice of BA 231 Business Law, BA 324 Business Finance*, BA 333 Principles of Management, or BA 334 Principles of Marketing

*MA 205 Elementary Statistics is a prerequisite.

Health Care Management Minor

As part of the liberal arts tradition, business students are also encouraged to explore their passions through dual majors and minors such as the health care management minor. The minor in health care management introduces students to this growing field from a perspective of life science and business management.

The health care management minor consists of 21 hours which includes the following coursework:

- BA 201 Introduction to Business
- BA 222 Principles of Economics: Microeconomics
- BA 251 Principles of Accounting I
- BG 210 Human Anatomy and Physiology I
- BG 211 Human Anatomy and Physiology II
- HE 202 Medical Terminology
- A choice of BG 300 Scientific Statistics or MA 205 Elementary Statistics

The following courses are recommended but not required: BA 252, Principles of Accounting II; BA 333, Principles of Management; BA 334, Principles of Marketing; BG 200, Mechanisms of Disease; and an externship/internship in the healthcare management field.

Sport Management Major

As part of the Department of Economics and Business Administration of Erskine College, the sport management program is designed to prepare students to be leaders in sport and recreation programs in private, public, and commercial settings. Students are also prepared to pursue a graduate degree. In addition to completing an internship and field experience, students take a blend of general business and sport management courses.

A major in sport management requires 48 semester hours:

- SM 250 Sport Ethics (3)
- BA 222 Principles of Economics:Microeconomics or BA 221 Principles of Economics: Macroeconomics (3)
- BA 251 Principles of Accounting I (3)
- BA 252 Principles of Accounting II (3)
- BA 259 Introduction to Management Information Systems or SM 220 Sport Communications (3)
- BA 333 Principles of Management (3)
- PE 218 Management of Sport, Fitness, Health, and Physical Education (3)
- PY 315 Sport Psychology or PE 308 Theory and Psychology of Coaching (3)
- SM 340 Organization and Administration of Sport, Physical Education and Recreation (3)
- SM 418 Field Experience in Sport Management (1)
- SM 419 Field Experience in Sport Management (1)
- SM 429 Sport Management Internship Reflection (2)
- BA 231 Business Law (3)
- SM 326 Economics of Sport (3)
- BA 334 Principles of Marketing or SM 334 Sport Marketing (3)
- BA 343 Human Resource Management or BA 345 Small Business Development or BA 380 Entrepreneurship (3)
- SM 385 Event and Facility Management (3)
- SM 480 Sport Management Senior Seminar (2)

Additional Business-Related Majors: See American Studies

Business Administration (BA)

201. Introduction to Business (3 s.h.)

This course is a realistic introduction and integration of several key business disciplines (e.g., accounting, production, human resources, marketing, finance, management, and MIS) through the start-up and operation of a small business (e.g., doughnut shop, restaurant, etc.). It is designed to excite and prepare the prospective business student for more advanced studies in the areas of accounting, management and marketing. This hands-on, project-based course requires numerous student presentations which will be assessed by the entire business faculty as well as local business managers.

220. Christian Leadership in Business (3 s.h.)

Biblical principles of leadership will be explored in theory and in application in the context of for-profit and non-profit business organizations. Students will study how Christian leadership contributes accomplishing organizational mission, goals, and objectives. The concept of servant-leadership will be emphasized as a means to increase organizational and personal effectiveness and efficiency. Students will apply knowledge gained in analyzing case studies and resolving real world issues pertaining to leading themselves, subordinates, teams, and organizations. Students will complete a research paper on an individual or organization that exemplifies Christian Leadership.

221. Principles of Economics: Macroeconomics (3 s.h.)

Prerequisite: Math 107. A study of human behavior as it affects our material well-being. The performance of the national and international economy will be the primary focus of attention.

222. Principles of Economics: Microeconomics (3 s.h.)

Prerequisite: Math 107. A study of human behavior as it affects our material well-being. The performance of a market-oriented economy will be the primary focus of attention.

225. Publication and Illustration Graphics (3 s.h.)

Design using illustration and page layout programs. Students will gain an understanding and competency of vector graphics used in creating logos, illustrations, and digital art. Students will also gain an understanding of page layout design and electronic publishing. Various projects will be required. Fee required. Cross-listed as BA 225 and IT 225.

226. Image Design Graphics (3 s.h.)

Emphasis placed on image editing and photo manipulation using software programs combined with digital photography. Various projects will be required. Fee required. Cross-listed as BA 226 and IT 226.

227. Professional Video Editing (3 s.h.)

Using Adobe Premiere Pro, the course is designed to give students the technical expertise necessary to edit professional quality videos. The course will include (but is not limited to) multiple sequence support, high bit-depth rendering, multicamera editing, time remapping, color correction tools, audio manipulation, and Bezier key framing. In addition, the course will cover the entire import-to-output process necessary to produce a video production that can be used by YouTube, MP4, AAF, XML, QuickTime, etc. Lab fee required. Cross-listed as AR 227 and IT 227.

231. Business Law (3 s.h.)

Prerequisite: Sophomore standing or departmental approval. A basic business course covering such legal topics as government, business, and society; legal rights and social forces; contracts; personal property and bailments; sales; and commercial paper.

240. Christianity and Economics (3 s.h.)

Prerequisite: BA 221 or BA 222. This course examines what Christianity teaches about economic activity and what the discipline of economics teaches about Christianity and the Christian church. Topics covered include Christian and economic insights on wealth and poverty, economic growth, market and non-market resource allocation, the environment and natural resources, institutions and organizations, church-state issues, religious participation, the role of business in society and the Christian view of business and vocation. May not be used for major or minor credit.

251. Principles of Accounting I (3 s.h.)

Prerequisite: Math 107 or 141. An introduction to the principles, techniques, and uses of financial accounting. The course focuses primarily on the accounting cycle and the three primary financial statements.

252. Principles of Accounting II (3 s.h.)

Prerequisite: 251. A continuation of accounting concepts introduced in BA 251, with emphasis on managerial accounting.

259. Introduction to Management Information Systems (3 s.h.)

An introduction to computers emphasizing concepts of computer hardware, software, and operations. Software coverage includes business applications programs of word processing, spreadsheets, and presentation development. It is recommended that students have their own laptop computers.

260. Personal Financial Planning (3 s.h.)

This course serves as an introduction to basic financial skills. Topics will include budgeting, banking, saving and investing, debt management (credit cards), major purchases (homes and cars), insurance basics, and risk management. A laptop with a spreadsheet program is required for this course. This course is open to all students; no previous business or financial experience is required.

320. Project Management (3 s.h.)

Prerequisites: Business Administration Majors. Project Management is designed to introduce business majors in their junior year to the skills and concepts necessary to manage elementary projects (or events). Specifically, the course prepares the student to develop a project vision, objectives, an operational strategy, timetables and a budget. Further, the student will be given the tools and skills necessary to implement and evaluate project plans. This course places heavy emphasis on developing leadership, coordination, teamwork, presentation skills, and the implementation of actual projects with local area businesses.

324. Business Finance (3 s.h.)

Prerequisites: 222, 251, 252 and MA 205. This course is the study of the procurement and use of funds by profit-seeking enterprises; the conflicting objectives of liquidity versus profitability; the problems of raising funds, short-term, intermediate-term, and long-term; investment of surplus funds.

326. Economics and Finance of Sport (3 s.h.)

Prerequisites: MA 107 or 205, and BA 251. This course applies the principles of economics and business finance to sports enterprises. Topics covered include the economic analysis of team and organizational behavior, public finance and sport, the analysis of short and long term financial decisions, asset valuation, cost and revenue issues unique to sports, and financial planning and management in the context of sports.

333. Principles of Management (3 s.h.)

Prerequisites: BA 201 or permission of the instructor. This course provides basic theory and application of the management principles: planning, organizing, controlling, and directing. Specifically, the course emphasizes business planning and organizational development to accomplish missions. Leadership styles and the measurement of objectives and corrective action planning are examined as key factors influencing success.

334. Principles of Marketing (3 s.h.)

Prerequisites: BA 201 or permission of the instructor. This course provides an analysis of the exchange processes present within various organizations. Emphasis will be on the interpretation and integration of the target market with the marketing mix variables of product, distribution, price, and promotion. Attention will be given to the formation of a company-wide customer orientation for both nonprofit and for-profit organizations.

335. Consumer Behavior (3 s.h.)

Prerequisite: BA 334. This course provides an examination of the decision-making process in a marketing context. The course will include concepts from economics, psychology, sociology, and other behavioral disciplines to illustrate why consumers buy what they buy.

336. Sales Management (3 s.h.)

Prerequisite: BA 334. This course will examine all of the activities involved in the sale of products to the final consumers. The course will include an analysis of the basic types of retailing, the principles of store location, techniques of merchandising and promotion, and the requirements for service and control.

341. Organizational Behavior (3 s.h.)

Prerequisites: Business Administration major and BA 333. This is an advanced management course that focuses on the behavior of individuals and groups within an organization as well as managing organizational change and culture. This course emphasizes building the skills needed for effective leadership to include conflict resolution, communication, negotiation, stress reduction, character development, and motivation.

342. Occupational Safety and Health Administration (3 s.h.)

Prerequisites: BA 201 or permission of the instructor. This course will focus on the federal and state mandated occupational safety and health standards, Workers' Compensation, and what employers and employees need to know to provide a workplace free from recognized hazards. Students will be required to develop a general knowledge of OSHA Code of Federal Regulation 1910 (General Industry Standard), recordkeeping requirements, and how to prepare for and respond to an OSHA inspection.

343. Human Resource Management (3 s.h.)

Prerequisite: BA 333. This is a primary-level course in advanced management focusing on skills required for the effective management of personnel in the private enterprise environment. Topics include recruitment, selection, motivation, training and development of personnel; salary and wage administration; employee communications; and contract negotiations.

344. Production/Operations Management (3 s.h.)

Prerequisites: BA 251, 252, 333 and MA 205. This course is designed to develop proficiency in the basic skills required by managers in effectively solving the administrative, technical and behavioral problems one confronts in managing operations in manufacturing and service organizations. Topics include inventory control, production control, quality control, work measurement, and production methods and facilities.

345. Small Business Development (3 s.h.)

Prerequisites: BA 251, 252 and 333 or permission of instructor. This course is designed to give the future entrepreneur the skills and insights necessary to minimize the risks associated with the undertaking of a new business venture. The students will learn how to creatively develop and complete a business plan for a proposed business or nonprofit enterprise. Additional focus will be placed on the techniques required to manage a new venture after the creation process.

347. Business Communications (3 s.h.)

Prerequisite: BA 201 or permission of the instructor. This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.

351. Intermediate Accounting I (3 s.h.)

Prerequisite: BA 251. BA 351 begins an in-depth study of financial accounting. It is the first in a sequence of courses necessary for anyone preparing for a professional career in accounting. The course undertakes an intense study of the accounting cycle and seeks to develop understandings of three of the primary financial statements: the balance sheet, the income statement, and the statement of retained earnings. Emphasis is placed on the theory undergirding the application of financial account concepts.

352. Intermediate Accounting II (3 s.h.)

Prerequisite: BA 351. BA 352 concludes the study of the theory and application of basic accounting concepts. The course deals with complex areas including pensions, accounting for income taxes, leases, and financial statement analysis. Also, students are exposed to the statement of cash flows, which completes the study of financial statement presentation.

354. Cost Accounting (3 s.h.)

Prerequisite: BA 252. A concentrated study of cost accounting methodology and a review of current practices with emphasis upon problem solving. Taught spring of odd-numbered years.

355. Accounting for Governments and Not for Profit Organizations (3 s.h.)

Prerequisite: 252. A study of the theory and application of fund accounting concepts. Alternate years.

359. Management Information Systems (3 s.h.)

Prerequisites: BA 222, 252, 259 and 333. The purpose of this course is to study the role of information systems within a business organization. Emphasis is placed on developing an understanding of and an appreciation for the design and control of information systems. The course includes an examination and application of particular information systems useful in managerial decision making.

360. International and Cross-Cultural Marketing (3 s.h.)

Prerequisite: 334. The purpose of this course is to familiarize students with the range of analytical approaches used to meet the opportunities and challenges of international marketing. An evaluation of similarities and differences between domestic and international markets will create a backdrop for discussions of relevant case studies and scholarly research. The development of an international marketing mix will serve as the unifying theme of the course.

361. Multimedia Marketing (3 s.h.)

Prerequisite: 334. This course will introduce students to electronic marketing trends and theories. It includes topics such as incorporating an on-line multimedia strategy into a marketing plan; using HTML to design virtual storefronts for use on the World Wide Web; and both accessing and providing marketing and sales information.

365. Advertising Workflow (3 s.h.)

Prerequisite: BA 225, BA 226 or permission of instructor. Builds upon digital concepts and applications of BA 225 and BA 226 emphasizing advertising concepts. Advanced graphic design using Photoshop, Illustrator, and InDesign will enable students to employ the visual arts in print advertising. Emphasis will be on using Photography, Illustration, Page layout and Photoshop to produce a professional portfolio to obtain professional graphic design employment. Fee required. Cross-listed as AR 365.

370. Introduction to Hospitality and Tourism (3 s.h.)

Prerequisites: BA 201 or BA 333 or consent of the instructor. This course provides students an introductory overview on the hospitality and tourism industry. Classes may include discussions on conventions, expositions, restaurants and lodging establishments. Students are also introduced to the administrative aspects of hospitality, including management, human resources and general marketing subjects.

375. Service Learning (3 s.h.)

Prerequisites: BA333 and BA334. Service learning combines in-class objectives with project-based learning that is mutually beneficial to the student, service provider, and community. The experience will give students a more comprehensive learning experience to develop their whole person. Students will gain an understanding of social concerns within the community while growing as an individual.

380. Entrepreneurship (3 s.h.)

Prerequisites: BA 251, BA 333, and BA 334, or permission of the instructor. Introduction to the concepts of entrepreneurship, opportunity recognition, characteristics of entrepreneurs, creativity, the role of the entrepreneur in the economy and society, and entrepreneurship in non-entrepreneurial settings.

400. Special Topics in Business (3 s.h.)

Prerequisites: BA 324, BA 333, BA 334 or permission of the instructor. Special Topics is designed to provide an in-depth examination of areas requiring additional emphasis beyond materials covered by the Business Concentration (e.g., international management, service quality, leadership, salesmanship, labor relations, current topics, consumer behavior, etc.). The course is taught using a seminar format with a heavy emphasis on presentations and projects. Note: This course may be taken twice for credit as long as the topics are different.

410. Independent Study (Credit to be determined)

Prerequisites: 221, 222, 251. This is an individualized course that centers on a particular problem in either business or economics.

425. Advertising and Promotion (3 s.h.)

Prerequisites: 334 or permission of the instructor. A study of creating and executing integrated promotional campaigns including a great deal of focus on advertising and sales. The class will also examine how advertising and sales are driven by an organization's greater marketing efforts.

427. Marketing Research (3 s.h.)

Prerequisites: BA 334 and MA 205. This course is designed to educate the student in the application of research methodology to marketing and business problems. It emphasizes locating information sources, questionnaire construction, sampling, data collection, analysis, and interpretation and presentation of data from both a consumer behavior and a business to business perspective. The class will also examine how an understanding of marketing research and consumer behavior helps create effective marketing.

451. Advanced Accounting (3 s.h.)

Prerequisite: 351. Emphasizes the various aspects of accounting entities as related to business combinations, acquisitions, consolidations, reorganizations, and liquidations. Alternate years.

456. Income Tax (3 s.h.)

Prerequisite: 251. The course provides an introduction to the nature and purpose of taxes with specific emphasis on the federal income tax as it applies to individuals. This course should also provide a basic understanding of the role of taxes in decision-making. Taught fall of even-numbered years.

458. Auditing (3 s.h.)

Prerequisite: 351. This course presents an introduction to auditing and the public accounting profession. Students will review standards, ethics, planning, internal controls, procedures and reports as they relate to auditing and other assurance services. Taught spring of even-numbered years.

460. Accounting Information Systems (3 s.h.)

Prerequisites: BA 222 and BA 252 and BA 259. A study of the role of information systems within a business organization. Emphasis is placed on developing an understanding of and an appreciation for the design and control of information systems. The course includes an examination of the interaction that accountants could have with accounting systems in both public and corporate accounting. Taught fall of odd-numbered years.

480. Accounting Seminar (3 s.h.)

Prerequisites: BA 351, Senior Standing. Capstone class for students concentrating in accounting. Project-based course designed to prepare students to solve more complex accounting and reporting issues. Course will focus on applying accounting knowledge and skills to real world case problems.

490. Business Strategy (3 s.h.)

Prerequisites: BA 324, 333, 334, and 345. Strategic Management is the “capstone” or senior seminar course for the Business Concentration designed to integrate the functional knowledge of accounting, finance, marketing and management in a corporate (profit and non-profit) environment. Analyses and presentations of case studies are used to develop and implement company strategies for creating sustainable competitive advantages. Further, the course presents materials necessary to develop a corporate management audit plan (e.g., Malcolm Baldrige National Quality Award criteria).

499. Business Internship (3 s.h.)

Prerequisites: BA 221, 222, 251, 252, 333, 334 or permission of the instructor. This course is designed to give students a practical work experience of at least 90 hours in a field related to their concentration. The student receives prescribed management and marketing experiences in a business under the supervision of professional employees and a faculty member. Offering is dependent upon availability of qualified internship positions. Pass/Fail.

Sport Management Courses (SM)**201. Introduction to Sport Management (3 s.h.)**

This introductory course emphasizes basic management principles as they relate to the business of sports. Students are introduced to sports marketing, sports law, sports supervision, sports media, sports ethics, recreational sports management and other related areas. There is an emphasis on developing and improving communication skills. An overview is provided with regard to career opportunities in this field.

220. Sport Communications (3 s.h.)

Students will learn the basic fundamentals of writing athletic press releases and feature stories, the use and impact of electronic media within sports, as well as an introduction to college athletics marketing and public relations.

250. Sport Ethics (3 s.h.)

Prerequisite: SM 201. This course will expose students to the conceptual framework used when making ethical decisions. Topics such as gambling, cheating, doping, youth sports, social media and the concept of amateurism will be discussed.

255. Sport Entertainment (3 s.h.)

This course will examine the specific needs of properties within the field of Entertainment. Examples of such properties include music business, the live concert industry, promoting live family events as well as casinos, theme parks and cruise ships. This course will focus on the perspective of the manager and not that of the entertainer. Business models currently being used, and current issues will also be examined. Lastly, we will discuss the types of jobs that are available, and the skillsets needed in order to be a successful candidate.

282. Sport Ethics (3 s.h.)

Prerequisite: SM 201 This course is designed to answer the question “what can I do with a sport management degree.” Discussions about types of work within the industry and mapping the plan and the educational path to reach those goals.

326. Economics and Finance of Sport (3 s.h.)

Prerequisites: MA 107 or 205, and BA 251. This course applies the principles of economics and business finance to sports enterprises. Topics covered include the economic analysis of team and organizational behavior, public finance and sport, the analysis of short and long term financial decisions, asset valuation, cost and revenue issues unique to sports, and financial planning and management in the context of sports.

334. Sport Marketing (3 s.h.)

Prerequisite: SM 201 or permission of the instructor. This course will examine the application of marketing principles

and theories in the field of Sport and Entertainment. We will examine how these are used to promote sports and sport related products (including but not limited to professional, college or amateur teams, special events, team/league operations and recreation). Concepts that will be studied include the marketing mix, segmentation, positioning and promotion.

340. Organization and Administration of Sport, Physical Education, and Recreation (3 s.h.)

Prerequisite: PE 102. This course represents a study of organization and administration in sport, physical education, and recreation. The major focus will be on the development of administrative skills necessary to become an effective manager. The course will give particular reference to management, logistics, and legal issues surrounding sport, physical education and recreation.

385. Event and Facility Management (3 s.h.)

Prerequisites: BA 333 or permission of the instructor. This course will examine the business principles needed to manage and operate special events and public assembly facilities such as arenas, stadiums, amphitheatres, convention centers and recreational facilities. This course will include operations that take place in both the front-of-house and back-of-house segments. Other topics will include event production, managing staff, volunteers and community stakeholders as well as customer service issues.

390. Corporate Municipal Sponsorship and Fundraising (3 s.h.)

Prerequisites: BA 333, BA 334 or SM 334, SM 324 or permission of the instructor. This course will examine the concept of acquiring, managing and evaluating corporate and municipal sponsorship as a means of funding and marketing. A central focus will be on the business return and competitive advantage that must be provided as opposed to the donation model which is an ineffective and incorrect representation of the concept. We will also examine other common fundraising techniques such as individual giving campaigns and promotions and how they complement sponsorship and benefit Sport and Entertainment properties. Prerequisites: BA 333, BA 334, SM 324 or permission of the instructor.

400. Special Topics in Sport Management (3 s.h.)

Prerequisite: Permission of Instructor. Special topics is designed to provide an in-depth examination of areas requiring additional emphasis beyond materials covered by the Sport Management major (sport marketing, sport management, etc.)

Note: This course may be taken twice for credit as long as the topics are different.

418. Field Experience in Sport Management (1 s.h.)

Practical experience in the fields of fitness, wellness, or sport administration. Pass/Fail.

419. Field Experience – Part II (1 s.h.)

Prerequisite: SM 418 Practical experience in the fields of fitness, wellness, or sport administration. Pass/Fail.

429. Sport Management Internship Reflection (3 s.h.)

Prerequisite: Completion of a preapproved work experience in the sport management field. A reflective course focusing on the student internship experience. Discussions will include positives of what you learned as well as learning what you can take from the absence of an obvious achievement. The goal of the course is to learn from successes and failures and to ready students for future employment.

480. Sport Management Seminar (2 s.h.)

Prerequisite: Senior status in Sport Management or permission of instructor. This capstone course serves to integrate major courses to prepare students to enter the sport industry. Developing a professional and personal philosophy of sport management will be covered. Additional course content includes strategies for seeking entry-level employment, long-term career planning and graduate school options. A topical project will be required.

499. Internship in Sport Management (3 s.h.)

Prerequisite: Senior Standing or permission of instructor. This course is designed to give students practical work experience of at least 90 hours in the sport management field. Pass/Fail. May be taken during Summer School.

Education

Professors Brady, Carter, Robinson (Chair)

The Department of Education prepares teacher education candidates to assume professional positions as certified teachers in public schools in South Carolina. The Teacher Education Program is accredited by Council for the Accreditation of Educator Preparation (CAEP) and approved by the State Board of Education. Majors may be earned in Early Childhood Education (grades PK-3), Elementary Education (grades 2-6), Special Education Multi-Categorical Mild Disabilities (grades K-12), Physical Education (grades K-12) and Music (grades K-12). Minors in Secondary Education (grades 9-12) may be earned in the following areas: English, Mathematics, and Social Studies.

Conceptual Framework

The mission of the Teacher Education Program at Erskine College is to prepare teachers who transform education through captivating leadership, creative instruction and caring relationships. By being transformational teachers, Erskine teacher candidates are knowledgeable, caring educators who have a passion for learning and who can develop that passion in their students. Erskine teacher candidates promote learning through designing and implementing innovative teaching strategies that create successful experiences for all students. Erskine teacher candidates are skilled communicators and collaborators who create supportive, inclusive environments for learning. They are thoughtful educators who critically reflect on practice. They are committed to lifelong learning in order to help all students achieve their fullest potential.

Transformational teachers are professionals who believe that teaching is more than a career – it is a calling. Erskine teacher candidates are committed to providing the leadership that changes individuals, classrooms, schools and communities so that all people have an opportunity to develop and grow as unique individuals. Erskine teacher candidates are willing to explore creative, research-based and standards-based teaching strategies that meet diverse learning needs. They are dedicated to developing the commitments and dispositions necessary to become caring teachers who as facilitators of learning view themselves as counselors and advisors not just as imparters of knowledge.

Erskine College is a liberal arts college that focuses on “Christian commitment and excellence in learning.” The campus environment supports the development of leading, learning, and caring within a collaborative, collegial model of interacting. The Teacher Education Program is a field-based program where teacher candidates supported by this campus environment strengthen their skills as leaders, instructors, and mentors through a program that continually links theory and classroom practice. Erskine College is an educational experience that challenges students to join “Knowledge with Morals”. The Conceptual Framework which stresses that teaching is a calling creates a framework for teacher candidates to consider the impact of knowledge on the emotional, social, moral, and cognitive development of the child.

Dispositions – Beliefs that Drive Actions

Erskine teacher candidates base their actions and decisions on the following beliefs:

1. A belief that teaching is a special calling;
2. A commitment to the concept that each child is unique and that developing learning experiences based upon individual needs will lead to success;
3. A belief that maximum learning occurs in an environment based on the establishment of caring relationships;
4. A commitment to the concept that a teacher is a leader who can change education through implementation of best practices and involvement in the total learning community;
5. A belief that teaching is all about problem solving based on a commitment that there is never just one way to meet the needs of diverse learners.

Teacher Education Program Standards

(South Carolina Teaching Standards Expanded 4.0 Rubric for Classroom-Based Teachers)

All teacher candidates are evaluated both in Education class assignments and in field experiences to include student teaching using the EXPANDED ADEPT Support and Evaluation System. The EXPANDED ADEPT Performance Standards are the standards adopted by South Carolina for evaluating teachers.

Within the EXPANDED ADEPT System, the South Carolina Teaching Standards (SCTS) 4.0 Rubric serves as the observation instrument for classroom-based teacher evaluations. The SCTS 4.0 rubric is based on sets of performance standards designed and validated by the National Institute for Excellence in Teaching (NIET) and establishes the expectations for what classroom-based teachers are to know, be able to do, and carry out as an integral part of their practice. These expectations, called the SCTS Indicators, are the foundation for good teaching and are designed to grow classroom-based teachers throughout their career continuum, beginning with teacher preparation and continuing through Induction, high-stakes performance evaluations, and ongoing professional growth and development that supports the growth of South Carolina educators. A classroom-based teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of the teaching career. There are twenty-three SCTS Indicators for classroom-based teachers. These Indicators are grouped into four broad categories, or domains:

Planning	Instruction	Environment	Professionalism
<ul style="list-style-type: none"> •Instructional Plans •Student Work •Assessment 	<ul style="list-style-type: none"> •Standards & Objectives •Motivating Students •Presenting Instructional Content •Lesson Structure & Pacing •Activities & Materials •Questing •Academic Feedback •Grouping Students •Teacher Content Knowledge •Teacher Knowledge of Students •Thinking •Problem Solving 	<ul style="list-style-type: none"> •Managing Student Behavior •Expectations •Environment •Respectful Culture 	<ul style="list-style-type: none"> •Growing & Developing Professionally •Reflecting on Teaching •Community Involvement •School Responsibilities

Departmental Honors

The Department of Education will grant the designation “Honors in Education” to those students majoring in Early Childhood Education, Elementary Education, or Special Education who meet the following requirements:

1. Completion of all Education courses with a GPA of 3.6 or better.
2. Completion of all coursework with a cumulative GPA of 3.3 or better.
3. Completion of a research paper and project supporting the Department of Education Conceptual Framework and presentation of this research at a faculty approved regional Education conference.
4. A score on the required Specific Licensure Area Tests and Principles of Learning and Teaching for the designated Education major of 10 percent or higher than the minimum required State passing score.

Students seeking honors should declare their intent to the Department in their junior year.

Initial Coursework Prior to Admittance to the Teacher Education Program

Students planning to major in Early Childhood Education, Elementary Education, or Special Education will begin taking Education courses prior to admission to the program: ED 202 during spring term of freshman year; SE 212 and SE 213 during first semester sophomore year; and ED 210, SE 214 (Special Education major only) during second semester sophomore year.

Students seeking a Secondary Education minor will take ED 202 during Spring Term of freshman year and SE 212 and SE 213 during the first semester sophomore year.

Those students who receive credit for completing Teacher Cadets in a certified high school program will receive three hours of credit (ED 103) and will not be required to take ED 202 during Spring Term of the freshman year but will be required to take ED 104 during spring term of the freshman year.

Students who have not been admitted to the Teacher Education program by January 31 of their junior year will not be allowed to take any more Education courses and will not be able to graduate in four years with a degree in Education. Students who are not admitted to the Teacher Education program by the end of the Sophomore year must petition the Teacher Education Committee to receive permission to take 300 and 400 level Education/Special Education courses. Students petitioning must be close to the 2.75 GPA and the PRAXIS scores requirements.

The new SAT exemption scores for teacher candidates who have taken the redesigned SAT exam administered by The College Board beginning March 5, 2016 are stated. Candidates who earned a total score of at least 1100 (Evidence-based Reading and Writing and Math) on the redesigned SAT may exempt all three subtests of the PRAXIS Core exam requirement. A candidate with a score of 550 on the Evidence-based Reading and Writing portion of the SAT may exempt the Reading and Writing subtests of PRAXIS Core. A Candidate who earned at least 550 on the Math portion of the SAT may exempt the Mathematics subtest of PRAXIS Core. Candidates who earned a total score of at least 1650 (Math, Reading, and Writing) on the SAT administered between 2005 and 2019, may exempt all three subtests of PRAXIS Core.

A candidate who earned a composite score of 22 on the ACT may exempt all three subtests of PRAXIS Core. A candidate who earned a score of at least 22 on the English Test may exempt the Reading and Writing subtests of PRAXIS Core. A candidate who earned a score of at least 22 on the Math Test may exempt the Mathematics subtest of PRAXIS Core.

Gate 1: Admission to Teacher Education Program

Students who desire to major or minor in Education must apply to the Department of Education for admission to the Teacher Education Program. In order to apply, students must have obtained passing scores on the reading, mathematics, and writing tests of PRAXIS Core Academic Skills for Educators or meet exemption scores. Scores should be submitted by April 1 of the sophomore year but no later than November 1 of the junior year. Failure to be admitted by January 31 of the junior year will result

in the student being ineligible to remain as an education major or minor and to enroll in 300/400 level education classes. To be eligible for admission to the Teacher Education Program, the following requirements must be met:

To be eligible for admission to the Teacher Education Program, the following requirements must be met:

1. Cumulative grade point average of 2.75 by end of the semester seeking admittance.
2. Passing scores on Core Academic Skills for Educators – reading, mathematics, writing – or obtained 1100 verbal and mathematics scores on the SAT taken beginning March 5, 2019 or obtained a score of 22 on the ACT.
3. Obtain a 3.0 average or better (with no grade below a C) on following coursework:
 - English 102 or 103
 - PH 106 Astronomy, BG 101 Biology, or CH105 Chemistry, GL 101 Geology
 - Special Education 212 and Education 202 or 104
 - Mathematics 107 or 141
4. Passing grade on Field Experiences, ED 202 or ED 104 and SE 213.
5. Submit and gain approval on a Teaching Portfolio which must include:
 - A. Philosophy of Education Statement
 - B. Resume
 - C. Reflective Summary of Prior Experiences and community service working with children, young adults, or other individuals
 - D. Effective Teaching Profile
 - Field Experience Reflections (ED 202 and SE 213)
 - Field Experience Evaluations (ED 202 and SE 213)
 - E. Spontaneous Writing Sample
6. Three recommendations from faculty members with an average score of 2.5 or better on a scale of 1-4 with a score of one (1) being Disposition/characteristic **needs improvement** and four (4) being **Exemplary** – in the top 10% of the peer group.
7. Provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors (as outlined by Policy Guidelines for South Carolina Teacher Education Units - March 2006).
8. Successful interview with Teacher Education Committee representatives.
9. Approval by Teacher Education Committee. Possible Ratings: Recommended, Recommended With Suggestions, Not Recommended (If candidate is Recommended With Suggestions, he/she must meet with the Head of the Department of Education/Director of Teacher Education to draft a remediation plan with benchmarks and timeline. Failure to meet the remediation goals will result in dismissal from the Program.)

Gate 2: Maintenance of Good Standing

Teacher education candidates must maintain good standing within the Education Department during their Junior Year of studies to include the following:

1. Minimum of 2.75 cumulative GPR.
2. Minimum of grade C in all professional education courses. All education courses and PE 102, PE 122, ED 309, MA 351, and MA 352 in which the teacher education candidate earns a letter grade of D+ or less must be repeated.
3. Meeting the goals of the remediation plan if teacher candidate was admitted with suggestions to the Teacher Education Program.

4. Ratings averaging 2.0 or higher by Education Faculty on Conceptual Framework, Dispositions, and EXPANDED ADEPT NIET 4.0 should be an average of 2.5 at the end of the Junior Year. If ratings fall below 2.5 or 2.0, the candidate must draft a remediation plan with the Head of the Department of Education/Director of Teacher Education. Failure to meet the remediation plan goals will result in dismissal from the program.
5. Teacher education candidates whose GPR falls below 2.75 will be placed on academic probation for one semester within the Education Department in order to bring the GPR up to 2.75 or better. At the end of the academic probation semester, Education Department faculty and Teacher Education Committee will meet to determine if the academic probation will be lifted or if the student will be re-advised to a different major.

Gate 3: Acceptance to Student Teach

Student teaching is the culminating pre-professional experience in Teacher Education. Teacher Education majors and minors must apply for admission to student teaching by April 1 of the junior year for fall student teaching or Nov. 1 of the senior year for spring semester student teaching. Student teaching admission requirements include the following:

1. Successfully completing Gates 1 and 2.
2. Application form and Goals sheet completed with Director of Teacher Education.
3. Maintain Cumulative Grade Point Average 2.75 (GPA cannot fall below a 2.75 the semester prior to student teaching).
4. Completion of all coursework in Education with a minimum grade of "C" and pertinent coursework in major if minoring in Education.
5. Taken or submit proof of registration for Praxis Subject Assessments and Principles of Learning and Teaching. Must be taken by the semester before student teaching with a passing score.
6. Portfolio submitted and approved from Teacher Education Admission with following additions:
 - A. Management Philosophy
 - B. Updated Philosophy of Education
 - C. Updated Resume – reflecting involvement and leadership
 - D. Effective Teaching Profile Updated
 - Field Experience Reflections (all 300/400 levels added)
 - Field Experience Evaluations (all 300/400 levels added)
 - Video Analysis of Field Experience Teaching
 - Average Expanded ADEPT ratings of 2.5 or better on each of the Expanded ADEPT Support and Evaluation System Performance Standards and Indicators that define these Standards.
 - Average Ratings of 3.5 or better from Cooperating Teacher and College Supervisor on Conceptual Framework dimensions and Dispositions Evaluations
 - E. Demonstration of Ability to Plan (Long and Short Range Plan Examples)
 - F. Demonstration of Ability to Analyze K-12 Student Work Samples for Instructional Decision Making. – SLO and Achievement
 - G. Evidence of Professionalism – Organizations, Conferences, Readings, etc.
7. Successful Interview with Director of Teacher Education.
8. Approval by Teacher Education Committee. Possible Ratings: Recommended, Recommended With Suggestions, Not Recommended (If candidate is Recommended With Suggestions, he/she must meet with the Director of Teacher Education to draft a remediation plan with benchmarks and timeline. Failure to meet the remediation goals will result in dismissal from the Program.)

Gate 4: Program Completion and Certification

Successfully completing the following requirements will result in the Teacher Education candidate being recommended for certification in the major or minor field of study.

1. Successful completion of student teaching with average ratings of 2.5 or higher on each of the Expanded ADEPT Support and Evaluation System (NIET 4.0), EXPANDED ADEPT Performance Standards and 23 indicators that define these Standards. Specific assessments may be included for each Specialized Professional Association (SPA).
2. Successful completion of all coursework, student teaching (see syllabus), and other requirements as listed in the Erskine catalog for graduation.
3. Ratings of 2.5 or better from Cooperating Teacher and College Supervisor on Conceptual Framework dimensions and Dispositions Evaluations
4. Professional Showcase Portfolio with passing scores (see Student Teaching Syllabus).
5. Successful Interview/Presentation with Education Faculty.
6. Demonstration of Impact on K-12 Student Learning.
7. Pass both Praxis II in area of certification and Praxis II: Principles of Learning and Teaching for appropriate grade level.
8. Maintained a 2.75 GPA.

Upon completion of all these requirements, the teacher candidate will be considered a program completer and be recommended for certification and graduation.

(Program Completers will receive follow-up surveys after their initial year of teaching. It is the expectation of this Program that these surveys will be returned.)

Petition Process

If a student fails to pass one of the four gates/transition points outlined for the Teacher Education Program, he/she may petition the Teacher Education Committee (TEC) as an appeals process. The TEC meets regularly in December and May. In order to petition, the student must:

1. Schedule a meeting with the Chair of Department of Education.
2. Write a letter of appeal (with any pertinent documentation attached) to the TEC.
3. Obtain a recommendation from advisor.
4. Meet with the TEC at a designated time for a 10-minute presentation and interview. (Student must clear with the Chair of the Department or Director of Teacher Education if he/she desires to bring other individuals to the meeting.)
5. Will receive written notification of decision made by TEC within 7 days.

Petitions for Fall Semester must be received by April 1. Petitions for Spring Semester must be received by November 1.

Security Check

The South Carolina Department of Education requires that a teacher candidate must complete the process of fingerprinting and certification security application by February 1 for Fall student teaching and by May 1 for Spring student teaching. The teacher candidate will be required to submit a non-refundable fee to the State Department of Education with this application. Although the student is required to complete this process in a timely manner in order to student teach, going through this process in no way guarantees that the student will pass the requirements for Gate 3: Acceptance to Student Teach.

Handbooks

All students will be required to obtain a Student Handbook upon admission into the Teacher

Education Program. These handbooks can be found online. They contain policies that will guide the student throughout the process of obtaining certification. The teacher candidate also will receive an EXPANDED ADEPT NIET 4.0 Training Handbook upon enrollment in Education 422, 423, 424 or Special Education 426. This Handbook will guide the candidate through the final gate of completing the program and obtaining certification.

Early Childhood Education Major

The Early Childhood Education major prepares students to meet requirements for teacher certification in prekindergarten through Grade 3 in the public schools of South Carolina.

Major Requirements:

In addition to core college requirements, the Early Childhood Education major requires the following: Education 202, 210, 220, 300, 309, 320, 321, 403, 404, 405, 407, 408, 409, 411, 413, 414, 415, 422; Mathematics 351, 352; Special Education 212, 213, and Physical Education 102, 122. Course sequence sheets available at the Education Department provide detail on when to enroll in the above courses. The Education courses have been designed to be taken together as a block each semester in a specific sequence with a supervised field experience. The teacher candidate must enroll in the entire "block" of courses during the junior and senior year.

The teacher candidate will be required to be admitted to the Teacher Education Program in a timely manner as well as maintain good standing in the program, student teach, and complete all requirements for certification and graduation. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to declare a different major or minor than Education unless permission to continue taking courses is obtained from the Teacher Education Committee using the petition process.

Elementary Education Major

The Elementary Education major prepares students to meet requirements for teacher certification in Grades 2-6 in the public schools of South Carolina.

Major Requirements:

In addition to the college core requirements, the Elementary Education major requires the following: Education 202, 210, 220, 300, 309, 320, 321, 402, 403, 404, 405, 407, 408, 413, 414, 415, 422; Special Education 212, 213; Mathematics 351, 352; and Physical Education 102, 122. Course sequence sheets available at the Education Department provide detail on when to enroll in the above courses. The Education courses have been designed to be taken together as a block each semester in a specific sequence with a supervised field experience. The teacher candidate must enroll in the entire "block" of courses during the Junior and Senior year.

The teacher candidate will be required to be admitted to the Teacher Education Program in a timely manner as well as maintain good standing in the program, student teach, and complete all requirements for certification and graduation. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to declare a different major or minor than Education unless permission to continue taking courses is obtained from the Teacher Education Committee using the petition process.

Special Education Major

The Special Education Major prepares teacher education candidates to meet the requirements for South Carolina teacher certification in Multi-Categorical Mild Disabilities for teaching students with mild/moderate intellectual disabilities, learning disabilities and behavior disorders in grades K-12.

Major Requirements:

In addition to the college core requirements, the Special Education major requires the following: SE 212, 213, 214, 301, 302, 303, 407, 408, 409, 416, 417, 418, 426; Education 202, 210, 220, 300, 309, 320, 321, 403; Mathematics 351, 352; and Physical Education 102, 122. Course sequence sheets available at the Education Department provide detail on when to enroll in the above courses. The Education courses have been designed to be taken together as a block each semester in a specific sequence with a supervised field experience. The teacher candidate must enroll in the entire “block” of courses during the junior and senior year.

The teacher candidate will be required to be admitted to the Teacher Education Program in a timely manner as well as maintain good standing in the program, student teach, and complete all requirements for certification and graduation. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to declare a different major than Education unless permission to continue taking courses is obtained from the Teacher Education Committee using the petition process.

Secondary Education Program

The Secondary Education minor enables students to meet the requirements of the State Board of Education and CAEP for teaching in the secondary public schools (grades 9-12) of South Carolina. Minors in Secondary Education (grades 9-12) may be earned in the following areas: English, Mathematics and Social Studies.

A student who plans to qualify for certification at the secondary level must major in the academic field in which certification will be sought. The student must complete the general, professional education courses as well as major course requirements to meet CAEP and SC State Board of Education approved requirements. Students should discuss their programs with their advisers in their major content areas and with the Chair of the Department of Education or the Department coordinator for secondary education early in their college careers.

Secondary minors must apply for admission into the Teacher Education Program by April 1 of the sophomore year (or not later than November 1 of the junior year) and submit passing scores on the required Praxis Core Academic Skills for Educators (or meet the SAT/ACT requirement) as well as meet all the requirements listed in the Teacher Education Program Admission Requirements section of this catalog. The Secondary Education minors must maintain good standing, must complete the requirements for approval to student teach the semester prior to student teaching and must meet the

requirements for program completion and certification. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to drop the minor in Education unless permission to continue taking courses in Education is obtained from the Teacher Education Committee using the petition process.

Courses that are requirements for minors in secondary teaching areas are also prerequisites for student teaching. They should be taken in the following sequence and should be limited to one course each semester. ED 202 (Foundations and Teacher Shadow – freshman, second semester), SE 212 and SE 213 (Intro to Exceptional Children – sophomore, Fall only), ED 306 (Literacy Foundations for Secondary Teachers), ED 412 (Content Area Literacy for Secondary Teachers) and ED 418 (Secondary Reading— senior, Fall only), ED 302, 303, 304, or 305 depending on their content area of certification and ED 419 (Secondary Methods – junior, Spring only), and ED 300 (Principles of Learning and Diversity – junior, Fall). In the senior year, each student preparing to teach must

complete student teaching (ED 423) and the corequisite course ED 408.

In addition to the above courses for certification, all secondary teacher education students must complete PE 102 as well as all requirements for their major and for teaching in the content area. During the student teaching semester, no other courses except ED 408 may be taken without special permission.

Physical Education and Coaching Program (K-12)

The Physical Education and Coaching major enables students to meet the requirements of the State Board of Education and CAEP for teaching physical education in public schools (grade K-12) of South Carolina.

Physical Education and Coaching majors should apply for admission into the Teacher Education Program by April 1 of the sophomore year or no later than November 1 of the junior year and submit passing scores on the required tests (Reading, Writing, Mathematics) of PRAXIS Core Academic Skills for Educators (or meet the SAT/ACT requirement) as well as meet all the requirements listed in the Teacher Education Program Admission Requirements section of this catalog. The Physical Education and Coaching majors must maintain good standing, must complete the requirements for approval to student teach the semester prior to student teaching and must meet the requirements for program completion and certification. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to drop the certification program in Physical Education unless permission to continue taking courses in education is obtained from the Teacher Education Committee using the petition process.

Physical Education and Coaching majors must take a minimum of 45 hours in physical education and coaching, and those seeking teacher certification must complete additional requirements including field experiences at both the elementary and secondary levels, student teaching, and a sequence of required education courses. Candidates for certification must meet all requirements as described in the student catalog.

Majors in Physical Education and Coaching will be expected to obtain an acceptable level of general knowledge and understanding, within the biological sciences, relative to the structure and functioning of the human body and principles of human movement. They will also be expected to develop those specific skills and competencies needed for effective teaching in physical education. These skills and competencies will include perceptual motor learning and general skill acquisition, as well as teaching methods in lifetime and team sports, rhythms and dance, aquatics, and outdoor recreational activities. Further, majors will be expected to demonstrate those competencies needed for the efficient organization and administration of physical education, intramural, and athletic programs.

Finally, Physical Education and Coaching majors at Erskine College will be expected to become physical education enthusiasts. Majors are expected to become positive role models and excellent motivators as well as inspirational leaders, dynamic teachers, and builders of self-esteem in children.

The following are the departmental requirements for a major in Physical Education and Coaching: Forty-five hours of course work in physical education and coaching, including: AT 216, 402, 403 ; PE 102, 208, 210, 214, 218, 303, 308, and 420, and nine additional hours to be selected from: AT 317, 417; PE 205, 206, and 207. In addition, students must take either Biology 210 or Biology 211, as a prerequisite for both AT 402 and AT 403. All Physical Education and Coaching majors must complete a minimum of 45 hours in PE 411 field experience in coaching a major sport (1 credit).

Majors who wish to be certified to teach physical education must meet all of the requirements stated above, plus: ED 202/ED 104 (Teacher Cadet in High School) – Foundations & Teacher Shadow, PE 412 –

Field Experience in Elementary Teaching, ED 420 – Field Experience and Seminar in Secondary Teaching, ED/PE 424 – Student Teaching, and corequisite ED 408 – Collaboration and Professionalism. Further, ED 210, ED 416 (and corequisite field experience ED 418), and SE 212 (and corequisite field experience SE 213) and ED 300 are required. Applications for student teaching should be filed with the Director of Teacher Education by April 1 of the Junior year for Fall Semester or November 1 for Spring Semester. Student teaching must be done during the year as specified by the head of the department and all credit must be granted during one semester. A GPR of 2.75 at the end of the junior year is required.

A minor in Physical Education consists of 15 semester hours, including AT 402, 403; PE 208, 303, and 420.

A minor in Health consists of 15-16 semester hours to include the following courses: ED 210 or AT 216, 317 and 417; PE 102 and BG 211.

Additional Information

1. The teacher education candidate must complete all Education coursework on-campus unless permission from the Chair of the Education Department has been granted in writing to do otherwise.

2. The teacher education candidate must have satisfactory ratings in all areas from cooperating and supervising teachers in all field experience courses. Failure to receive a passing score will result in immediate dismissal from the Teacher Education Program. Receiving a low pass in any field experience will require the candidate to make an appointment with the Director of Teacher Education and draft a remediation plan to be completed by the end of the next semester. Failure to complete a remediation plan is cause for dismissal from the Program.

3. If a student fails to meet requirements for Gates 1 and 2, he/she will be dropped from the Teacher Education Program and be required to declare a new major. If a student fails to meet requirements for Gate 3, he/she may declare another major or may petition the Teacher Education Committee to be allowed to graduate with a degree in Education without certification. However, under most circumstances, it is expected that each teacher candidate will complete all four gates (which means that each teacher candidate is expected to complete student teaching in order to graduate with an Education major).

4. A student who does not complete the Teacher Education Program but maintains a 2.75 GPA, passes all three parts (Reading, Writing, Mathematics) of PRAXIS Core Academic Skills for Educators prior to graduation, or obtained 1100 combined verbal and mathematics score on the SAT taken beginning March 5, 2019 or obtained a score of 22 on the ACT, completes all the requirements of the first three gates of the program, and obtains a degree from Erskine College will have TWO years from the date of graduation to complete student teaching and be recommended for certification. A student who fails to meet these requirements will not be allowed to obtain teacher certification from Erskine College.

5. Obtaining and maintaining a GPA of 2.75 passing PRAXIS Core Academic Skills for Educators: Reading; PRAXIS Core Academic Skills for Educators: Writing; PRAXIS Core Academic Skills for Educators: Mathematics or obtained 1100 combined verbal and mathematics score on the SAT taken prior to March 2005 or 1650 on the SAT after March 2005 or obtained a score of 22 on the ACT, passing the appropriate certification PRAXIS II area examinations, and completing admission procedures at program checkpoints are requirements established by SC Legislation and enforced by the SC Department of Education and NCATE/CAEP as minimum standards for completing a preparation program and obtaining teacher certification.

6. To obtain recommendation for certification in Early Childhood from the Teacher Education Program at Erskine College, the teacher candidate must pass two PRAXIS II tests. The first test is Education of Young Children, which is also required by the South Carolina Department of Education. The second test is the Praxis II, which is required by the South Carolina Department of Education. To obtain Elementary

certification, the teacher candidate is required to take Elementary Education: Instructional Practice and Applications and Principles of Learning and Teaching: K-6. To obtain recommendation for certification in Special Education, the teacher candidate is required to take Special Education: Core Knowledge and Mild to Moderate Applications and Principles of Learning and Teaching Early Childhood or Principles of Learning and Teaching K-6 or Principles of Learning and Teaching Grades 5-9 or Principles of Learning and Teaching Grades 7-12.

Education (ED)

103. Professional Field Experience for Teacher Cadets (3 s.h.)

Prerequisite: Participation in high school Teacher Cadet Program in partnership with the Center for Educator Recruitment, Retention & Advancement and an institution of higher education. Core requirements of this course must include daily classes of at least one semester, study of various personnel in the educational system, discussion of all aspects of teaching, review of current education issues, and in-depth observations and participation in PK-12 classes. ED 103 will be in lieu of the on-campus four-credit course ED 202: Foundations and Teacher Shadow. However, to receive credit for ED 103, the student must successfully complete the one-credit course, ED 104: Fundamentals of Education.

104. Fundamentals of Education (1 s.h.)

Prerequisite: Participation in high school Teacher Cadet Program in partnership with S.C. Center for Educator Recruitment, Retention & Advancement and an institution of higher education. This course will be in lieu of three of the four credits of the on-campus ED 202: Foundations and Teacher Shadow. The assignments in this course will be field-based and theory will be translated into practice experiences through a minimum of a 15-hour experience in PK-12 school settings to include observation, participation and evaluation plus some lesson teaching. Live text and SLED check required. Recommended for freshmen. (Spring Term)

202. Foundations and Teacher Shadow (4 s.h.)

This course will provide a survey of the field of education, its objectives, organization, curriculum, administration and current trends. Major points of study include the history of education, demographics and changing trends. Attention will be directed to the requirements and qualification of teachers. The assignments in this course will be field-based and theory will be translated into practice experiences through a minimum of a 25-hour experience in PK-12 school settings to include observation, participation and evaluation plus some lesson teaching. Recommended for freshmen. (Spring Term) (LiveText Fee and SLED check required)

210. Human Growth and Development (3 s.h.)

Prerequisites: SE 212 or consent of instructor. This course will allow teacher candidates to study the growth and development of the individual across the life span with specific emphasis on the child from birth through 21 years including risk factors, developmental variations, and patterns of specific disabilities. The following areas of development will be studied: cognitive, language and literacy, social/emotional, and physical. Teacher candidates will develop skills in observing, recording, assessing, and reporting development of young children and youth through 10 hours of a field experience. (Live text is required for successful completion of course requirements.)

220. Foundations in Literacy - English Language Arts (3 s.h.)

Prerequisites: Admission to the Teacher Education Program and passing Praxis Core. 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, elementary and special education teachers. A developmental, integrated balanced literacy approach to teaching reading with special emphasis given to scientific research, national and state standards.

Focus will be on language and early literacy, phonemic awareness, phonics, comprehension, vocabulary, fluency, writing, listening and speaking. Attention will be given to diverse learners and technology. Completion of 25-hour field experience hours where candidates assess, plan, instruct, and reflect on lessons and best practices is a required component. (Sophomores, Spring)

300. Principles of Learning and Diversity (3 s.h.)

Prerequisite: Admission to the Teacher Education Program. A consideration of psychological principles as they apply to the learning and teaching processes; individual differences including diversity and exceptionalities, theories of learning, introduction to tests and measurements, and the relationship of teaching and learning theories to physical, social, emotional, and intellectual development. Special emphasis will be placed on understanding factors that influence the learning of diverse and at-risk populations to include racial, ethnic, gender, socioeconomic, and cultural differences. (Juniors, Fall only)

302. Methods of Secondary Education for Social Studies (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 419. An examination and evaluation of the various methods used in high school teaching in the area of Social Studies. Topics studied include classroom management, standards-based teaching (both SC Curriculum Standards and NCSS Standards), preparation of long-range plans and daily plans, use of various teaching models, strategies and technology, development and implementation of various forms of assessment, and modification of plans to meet the needs of exceptional learners. A parallel advanced level field experience (ED 419) of 45 hours of teaching lessons and units in a public school 9-12 Social Studies classroom is required. (Juniors, Spring only)

303. Methods of Secondary Education for Mathematics (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 419. An examination and evaluation of the various methods used in high school teaching in the area of Mathematics. Topics studied include classroom management, standards-based teaching (both SC Curriculum Standards and NCTM Standards), preparation of long-range plans and daily plans, use of various teaching models, strategies and technology, development and implementation of various forms of assessment, and modification of plans to meet the needs of exceptional learners. A parallel advanced level field experience (ED 419) of 45 hours of teaching lessons and units in a public school 9-12 Mathematics classroom is required. (Juniors, Spring only)

304. Methods of Secondary Education for English (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 419. An examination and evaluation of the various methods used in high school teaching in the area of English. Topics studied include classroom management, standards-based teaching (both SC Curriculum Standards and NCTE Standards), preparation of long-range plans and daily plans, use of various teaching models, strategies and technology, development and implementation of various forms of assessment, and modification of plans to meet the needs of exceptional learners. A parallel advanced level field experience (ED 419) of 45 hours of teaching lessons and units in a public school 9-12 English classroom (add) is required. (Juniors, Spring only)

306. Literacy Foundations for Secondary Teachers (3 s.h.)

Prerequisites: Admission to the Teacher Education Program and passing Praxis Core. 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 where candidates assess, plan, instruct, and reflect on lessons and best practices is a required component. (Juniors, Spring)

309. Visual and Performing Arts for the Classroom (3 s.h.)

Prerequisite: Gate One Completion. The integration of study of art, music, drama, and movement with best practices for implementing the content areas in the early childhood, elementary and special education classrooms.

310. Poverty, Diversity, Service (3 s.h.)

This course is an intensive professional experience aimed at learning about diversity and poverty through service in a poverty area. The experience would deepen the understanding of diversity in the region and the dimensions of poverty. Through service students would share knowledge, best practices, and reflect on experiences during networking and teaching experiences. Consent of instructor required. (Junior/Senior Year)

320. Instructional Practices for Literacy (3 s.h.)

Prerequisites: Admission to the Teacher Education Program and passing Praxis Core. 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, elementary, and special education teachers. Completion of field experience hours where candidates assess, plan, instruct, and reflect on lessons and best practices is a required component. (Juniors, Fall)

321. Content Area Literacy for Early Childhood and Elementary Teachers (3 s.h.)

Prerequisites: Admission to the Teacher Education Program and passing Praxis Core. Explores the theories and practices for reading, thinking, and writing in the content areas that support learning across the disciplines in early childhood, elementary, and special education classes. This course assists candidates in the teaching of literacy using a wide variety of texts from traditional print, digital and online resources taking into consideration the students’ background knowledge and academic ability. Completion of field experience hours where candidates assess, plan, instruct, and reflect on lessons and best practices is a required component. (Juniors, Spring)

402. Methods and Materials for Elementary Education (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 300, ED 406, ED 413, ED 309 , MA 351. A study of the essential aspects of teaching competency; planning, implementation, and assessment of instruction based on state and national curriculum standards. Related topics include classroom organization and management; teaching and learning strategies; instructional aids and resources; use of technology; and professional development. (Juniors, Fall only)

403. Assessment in Literacy (Reading) (4 s.h.)

Prerequisites: Admission to the Teacher Education Program and passing Praxis Core. . Examines the role of assessment-based instructional practices with an emphasis on administering and analyzing literacy assessments and evaluating instruction used by early childhood, elementary, and special education teachers. Select, develop, administer, and interpret formative and summative assessment both traditional print and electronic. Communicate assessments, purposes and a summary of results to appropriate audiences. Field experience completion of a Literacy Case Study is a required component. (Seniors, Fall)

404. Teaching of Social Studies PK-6 (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 309, ED 414, MA 352, ED 411. A course designed to enable students to plan and implement lessons and units and assess appropriate instruction in social studies for PK-6 students based on state and national curriculum standards. Focus will be on basic concepts and principles that undergird the disciplines comprising the social studies, including knowledge, skills, processes, attitudes, values and career clusters/pathways. (Juniors, Spring only)

405. Teaching Science and Math PK-6 (4 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 407, ED 415, ED 403. A course designed to enable students to plan, implement, assess, and integrate appropriate instruction in science and math for PK-6 students based on state and national curriculum standards. Focus will be on teaching knowledge and skills that will enable PK-6 students to become scientifically and mathematically literate individuals; to understand science and math concepts and processes; to relate science, math, technology, and society; and to realize the value of science and math in everyday life. (Seniors, Fall only)

406. Children's Literature PK-6 (3 s.h.)

A comprehensive study of literature in different cultures. Introduction to the range and types of literature available for children/youth, that includes basic critical approaches to literature, and representative novels, stories, poems and informational books with an emphasis on the reading-writing connection. (Juniors/Seniors).

407. Classroom Management (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 403, ED 405, ED 407, ED 415. This course is designed to provide an overview of the current research and issues relating to individual and classroom management for Early Childhood and Elementary classrooms. The primary components include: creating the classroom environment; establishing a culture for learning; managing classroom procedures; managing student behavior including crisis management, conflict resolution and bullying. A major emphasis is on the primary discipline models in the field. Teacher candidates will be able to articulate a management philosophy and develop comprehensive management plans. (Seniors, Fall only)

408. Collaboration/Professionalism (2 s.h.)

Prerequisite: Acceptance to Student Teach. Corequisite: ED 422, ED 423, or ED 424,/PE 424. This course will focus on the development of multiple strategies to involve families in collaborative relationships that promote the intellectual, social, emotional and physical growth of their children within the structured learning environment of schooling. Teacher candidates will participate in collegial activities that sustain productive learning environments and support the well-being of students. They will increase awareness of the resources of the larger community environment that influences student learning. Candidates will develop a systematic process for evaluating the effects of their professional decisions and actions on families and other professionals. They will demonstrate an in-depth understanding of the interrelationships and interdependencies among the various professionals and activities that constitute the disciplines, content, and processes of elementary, early childhood, special education, secondary education and physical education. (Seniors)

409. Curriculum and Assessment of the Young Child (PK-3) (3 s.h.)

Prerequisite: Admission to Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 300, ED 406, ED 413, ED 309, MA 351. Focus of the course is on understanding principles of developmentally appropriate practice and effects of the environment on cognitive, affective, and psychomotor development of the young child. Included are studies of the historical context of early childhood education, developmental and curriculum theories, the role of the teacher, and parent and community involvement. Candidates explore the goals, benefits, and uses of assessment. Appropriate assessment tools are used to evaluate student progress and to develop parent reports. Includes field trips to a variety of early childhood provider sites. (Juniors, Fall only)

410. Independent Study (Credit to be determined)

Prerequisite: Consent of instructor. Content will consist of investigation of problems of an advanced nature relative to the major field of study of particular interest to the student.

411. Methods and Materials in Early Childhood Education (PK-3) (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 404, ED 414, MA 352. A course emphasizing a developmentally appropriate approach to teaching and learning in an early childhood environment. All aspects of child development are considered as students study planning techniques and building a repertoire of instructional strategies and learning activities for diverse children. The primary components include understanding and building relationships with families and children, classroom organization and management, positive discipline, learning through technology, understanding content in each curriculum area, and building self-esteem. Observation in an early childhood setting is required. (Juniors, Spring only)

412. Content Area Literacy for Secondary Teachers (3 s.h.)

Corequisite: ED 418. Prerequisites: Admission to the Teacher Education Program and passing Praxis Core. 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 instruction, and reflect on best practice is a required component. (Seniors, Fall)

413. Field Experience 2, Early Childhood/Elementary (1 s.h.)

Prerequisite: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: ED 300, ED 409, ED 402, ED 406, ED 309, MA 351. An intermediate level experience consisting of a minimum of 90 clock hours in an early childhood or elementary classroom. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. Students observe and gradually participate through assisting individual students or small groups. Planning and reflective self-evaluations enable students to become aware of basics of teaching and progress toward managing the tasks of teaching. Cumulative Field Experience Portfolio required. Pass/Low Pass/Fail. (Juniors, Fall only)

414. Field Experience 3, Early Childhood/Elementary (1 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 404, ED 308, ED 411, MA 352. An intermediate level field experience consisting of a minimum of 90 clock hours in an early childhood or elementary classroom. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. Students observe and gradually assume responsibility for planning, implementing, and evaluating lessons and units. Reflective self-evaluations assist students in critical review of the abilities to motivate student learning and manage behavior. A Service Learning Project is Required of all students. Cumulative Field Experience Portfolio required Pass/Low Pass/Fail. (Juniors, Spring only)

415. Field Experience 4, Early Childhood/Elementary (2 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 405, ED 407. An advanced level field experience consisting of a minimum of 120 clock hours in the classroom. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. Students will assume responsibility for planning, implementing, and evaluating lessons and a unit. Reflective self-evaluations will assist teacher candidates in critical review of their knowledge and skills in motivating student learning and managing behavior. Teacher candidates will be required to develop communication systems with families, use community resources in teaching, and team with mentors, peers, and curriculum specialists while planning and teaching. Grant writing and an action research project are required of all students. Pass/Low Pass/Fail. (Seniors, Fall only)

416. Content Area Literacy for PK-12 Teachers (3 s.h.)

Corequisite: ED 418. Prerequisites: Admission to the Teacher Education Program and passing Praxis Core. 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. (Seniors, Fall)

418. Field Experience, Reading/Secondary (1 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 301, ED 306, ED 412, ED 416. An intermediate level field experience consisting of a minimum of 45 clock hours in a secondary school classroom. Students observe and gradually participate through assisting individual students or small groups. Planning and reflective self-evaluations enable students to become aware of basics of teaching and progress toward managing the tasks of teaching. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. An integration of reading and writing instructional strategies will be used to increase and enhance student learning across disciplines. Cumulative Field Experience Portfolio required. Pass/Low Pass/Fail. (Seniors, Fall only)

419. Field Experience, Methods/Secondary (1 s.h.)

Prerequisite: Admission to the Teacher Education Program. Corequisite: ED 302, 303, 304, 305. An intermediate level field experience consisting of a minimum of 45 clock hours in a secondary school classroom. Students observe and gradually assume responsibility for planning, implementing, and evaluating lessons and units. Reflective self-evaluations assist students in critical review of the abilities to motivate student learning and manage behavior. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Cumulative Field Experience Portfolio required. Pass/Low Pass/Fail. (Juniors, Spring only)

420. Field Experience and Methods Seminar for Physical Education (2 s.h.)

An intermediate level field experience of a minimum of 45 clock hours in a secondary physical education program. Students observe and assume responsibility for planning, implementing and evaluating lessons and units. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using EXPANDED ADEPT and the Conceptual Framework. The Field Experience will include a one hour weekly seminar. The seminar will cover Expanded ADEPT evaluation procedures, management and assessment theories, and unit development. Cumulative Field Experience Portfolio required. Pass/Low Pass/Fail. (Juniors, Spring only)

422. Elementary/Early Childhood Student Teaching (10 s.h.)

Prerequisites: All general education courses and all education course requirements for either elementary education or early childhood education, Admission to Teacher Education Program, Maintenance of Good Standing, Acceptance to Student Teach. Corequisite: ED 408. Student teaching is the culminating experience in the elementary/early childhood preparation program. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover). This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the college supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. Attendance at various capstone seminars is required. Fee required.

423. Secondary Student Teaching (10 s.h.)

Prerequisites: All general education courses and all content courses in major area of study, Admission to Teacher Education Program, Maintenance of Good Standing, Acceptance to Student Teach. Corequisite: ED 408. Student teaching is the culminating experience in the secondary certification minor teacher preparation program. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover) in a 9-12 placement in the major area of study. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties.

The student teaching experience shall continue under the direction of the college supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. Attendance at various capstone seminars is required. Fee required.

424. Physical Education Student Teaching (10 s.h.)

Prerequisites: All general education courses and all content courses in physical education, Admission to Teacher Education Program, Maintenance of Good Standing, Acceptance to Student Teach. Corequisite: ED 408. Student teaching is the culminating experience in physical education. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover) in a K-12 Physical Education setting. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the college supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. Attendance at various capstone seminars is required. Fee required.

Special Education (SE)

212. Introduction to Exceptional Individuals (3 s.h.)

Prerequisite: Fall semester sophomore standing. Corequisite: SE 213. Required for all education majors and minors and a prerequisite for all special education courses. This course is a general survey of exceptional individuals from birth-21 years and an introduction to special education including history and law, disability causations, definitions and classification systems, characteristics of all categories of exceptional learners (disabled and gifted), provision of services, and appropriate educational interventions. (Live text and SLED check required) (Sophomores, Fall only)

213. Field Experience 1 (1 s.h.)

Prerequisite: Fall semester sophomore standing. Corequisite: SE 212. This course is a 25-hour beginning field experience component to complement SE 212. Students will be provided a wide variety of experiences including observation and participation in special education classrooms, IEP and parent conferences, and case study experiences in public school settings across the continuum of service delivery options and exceptionalities. Additionally, students will participate in a variety of community-based field trips. Cumulative Field Experience Portfolio required. (Live text and SLED check required) Pass/Low Pass/Fail.

214. Introduction to Mild Disabilities (3 s.h.)

This course is an introduction to mild, moderate, and multicategorical disabilities (learning disabilities, behavior disorder, and intellectual disabilities) including the historical aspects and legal foundations (federal and state statutes); theoretical foundations of each mild disability categorical (learning disabilities, emotional disabilities, and mental disabilities) area, definitions, classification systems, learning characteristics (cognitive, academic, social, behavioral, etc.) and best practice teaching strategies. The course focuses on students in grades K-12 requiring an individualized general curriculum provided in a variety of service delivery options. (Sophomores, Spring Only)

301. Elementary Special Education Methods (3 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: SE 416, SE 302, MA 351, ED 300, ED 320. This course studies the curriculum, instructional strategies and methods used in educating elementary level students with mild, moderate, and multicategorical disabilities (learning disabilities, behavior disorder, and intellectual disabilities) served in general education classrooms, multicategorical resource classrooms, and self-contained classrooms. A

primary focus will be on modification of the general education curriculum and preparation of Individual Education Programs in basic academic areas including reading, mathematics, written expression, oral expression, and social skills. (Juniors, Fall Only)

302. Assessment in Special Education-Mild Disabilities (3 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: SE 301, SE 416, ED 300, ED 320, MA 351. This course studies the collection and use of academic and behavioral data for special education purposes (screening, eligibility for services, program planning, monitoring Individual Education Programs, program evaluation) and the application of assessment results to Individual Education Program development. The course will focus on a variety of assessment procedures including norm-referenced testing, criterion-referenced testing, curriculum-based assessment, ecological assessment, and systematic observation in the general elementary education curriculum areas of reading, mathematics, written expression, oral expression, and social/behavioral skills including the functional behavioral assessment and the behavioral intervention plan. (Juniors, Fall Only)

303. Language Arts for Mild Disabilities (3 s.h.)

Prerequisites: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: SE 418, SE 409, ED 403. This course concerns oral language development in the areas of phonology, morphology, syntax, semantics, and pragmatics, and written language development. A major focus involves methods and materials in teaching a modified general education curriculum in the integration of language-based subjects including reading, written expression with content area subjects particularly in science and mathematics for student with mild disabilities. (Seniors, Fall Only)

407. Classroom Management (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: SE 408, SE 418, SE 409, ED 403. This course is designed to provide an overview of the current research and issues relating to individual and classroom management for special education. The primary components include: creating the classroom environment; establishing a culture for learning; managing classroom procedures; managing student behavior including crisis management, applied behavior analysis, and conflict resolution. A major emphasis is on the primary discipline models in the field. Teacher candidates will be able to articulate a management philosophy and develop individual behavior management plans and complete a Behavior Change Project. (Seniors, Fall only)

408. Collaboration/Professionalism (2 s.h.)

Prerequisite: Acceptance to Student Teach. Corequisites: SE 426. This course will focus on the development of multiple strategies to involve families in collaborative relationships that promote the intellectual, social, emotional and physical growth of their children within the structured learning environment of schooling. Teacher candidates will participate in collegial activities that sustain productive learning environments and support the well-being and inclusion of students. They will increase awareness of the resources of the larger community environment that influences student learning. Candidates will develop a systematic process for evaluating the effects of their professional decisions and actions on families and other professionals. (Seniors)

409. Secondary Special Education Methods (3 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: ED 309, ED 321, MA 351. This course concerns the instructional strategies, curriculum models, and materials used in educating secondary level students with mild/moderate disabilities (learning disabilities, emotional disabilities, and intellectual disabilities) served primarily in multicategorical resource classrooms, general education classrooms and self-contained classrooms. A major focus will be the study of career and vocational curriculum and program planning, and preparation of Individual Education Programs for secondary students with an emphasis on transition. (Juniors, Spring Only)

416. Field Experience 2 (1 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: SE 301, SE 302, ED 300, ED 320, MA 351. An intermediate level experience consisting of 90 clock hours in a PK-6 level Special Education setting. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using EXPANDED ADEPT and the Conceptual Framework. Students observe and gradually participate through assisting individual students or small groups. Planning and reflective self-evaluations enable students to become aware of basics of teaching and progress toward managing the tasks of teaching. Students will also be involved in administering and interpreting a wide range of assessments including formal and informal tests and procedures. Cumulative Field Experience Portfolio required. Pass/Low Pass/Fail. (Juniors, Fall only)

417. Field Experience 3 (1 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: SE 409, ED 309, ED 321, MA 352. An intermediate level field experience consisting of a minimum of 90 clock hours in a 7-12 special education placement. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using EXPANDED ADEPT and the Conceptual Framework. Students observe and gradually assume responsibility for planning, implementing, and evaluating IEP's with a particular emphasis on language-based academic skills. Reflective self-evaluations assist students in critical review of the abilities to motivate student learning and manage behavior. Cumulative Field Experience Portfolio required. Pass/Low Pass/Fail. (Juniors, Spring only)

418. Field Experience 4 (2 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: SE 407, 303. An advanced level field experience consisting of 120 clock hours in a PK-6 level special education placement. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. Students will assume responsibility for planning, implementing, and evaluating IEPs and transition plans. Reflective self-evaluations will assist teacher candidates in critical review of their knowledge and skills in motivating student learning and managing behavior. Teacher candidates will be required to develop communication systems with families, use community resources in teaching, and team with mentors, peers, and curriculum specialists while planning and teaching. Grant writing and an Action Research Project are required of all students. Cumulative Field Experience Portfolio required. Pass/Low Pass/Fail. (Seniors, Fall only)

426. Special Education Student Teaching (10 s.h.)

Prerequisites: All general education courses and all special education major courses, Admission to Teacher Education Program, Maintenance of Good Standing, Acceptance to Student Teach. Corequisite: SE 408. Student teaching is the culminating experience in the special education teacher preparation program. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover) in a K-12 mild disabilities placement. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the college supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using Expanded ADEPT and the Conceptual Framework. Attendance at various capstone seminars is required. Fee required.

Physical Education (PE)**102. Foundations of Health and Wellness (4 s.h.)**

This course is designed for college students to understand the need and assume the responsibility for maintaining a healthful lifestyle. This comprehensive course will cover all components of a health including physical, emotional, social, intellectual and spiritual health. Topics covered in this course will include, but not limited to nutrition, exercise, stress management, positive self-image, and peer relationships. Additionally, the course will address issues that are detrimental to

one's health including disease, tobacco, drugs and alcohol use. There is also a physical activity aspect to this course that will include participation in a variety of activities focused on lifelong fitness and wellness.

122. Health and Physical Activity Integration in Education (2 s.h.)

This is an integrated physical activity and theory course. This course is required for early childhood, elementary education and special education majors and will feature a variety of developmental games and activities for elementary teachers integrating health and physical education. (Limited to early childhood, elementary education and special education majors) (Sophomore, Spring)

204. Principles and Techniques in Strength Training for Physical Education and Coaching (3 s.h.)

This course will serve as a comprehensive guide to various strength training principles and techniques to include: proper exercise technique, training methods, setting up a personal resistance training plan, and safety. The students in this course will learn the appropriate methods necessary for safe and effective participation in a strength training program. Students will learn how to use and administer assessments to attain their personal fitness goals. This course will include a significant amount of hands on learning and execution. Priority given to Physical Education and Coaching majors. Class size limit 12.

206. Team Sports I (3 s.h.)

Techniques and skills necessary for teaching and officiating flag football, softball, volleyball, and aquatics. Every other spring, alternating with Team Sports II. (Alternate Spring)

207. Team Sports II (3 s.h.)

Techniques and skills necessary for teaching and officiating soccer, basketball, lacrosse, and ultimate Frisbee. Every other spring, alternating with Team Sports I. (Alternate Spring)

208. Introduction to Physical Education (3 s.h.)

The history and historical interpretations of the principles and objectives in health, physical education, recreation, and safety. The investigation into the opportunities and scope of health, physical education, recreation, and safety. (Fall only)

210. Individual Sports (3 s.h.)

Skills and coaching techniques (including tactics) in individual sports such as golf, tennis, racquetball, and badminton. Enrollment preference will be given to physical education majors or minors and enrollment is limited to 12 students. (Fall only)

214. Adaptive Physical Education Methods and Materials (3 s.h.)

Recommended prerequisite: PE 208. A study of the information necessary to understand and provide for the special needs, interests, and abilities of children with various kinds of physical, mental, and emotional handicaps. Procedures for planning and implementing a comprehensive physical education program for the handicapped. (Spring only)

218. Management of Sport, Fitness, Health and Physical Education (3 s.h.)

The study of general management principles, as well as principles of management relative to sport, the health and fitness industry, corporate wellness, public school physical education, public school health, intramurals and recreation. Required of all Physical Education majors and Sport Management majors. (Spring only)

303. Elementary Physical Education Methods, Materials, and Assessment (4 s.h.)

Recommended prerequisite: PE 208. Recommended corequisite: PE 412. Elementary physical education methods, materials, and assessment involved in organizing and teaching physical education on the elementary school level. Assessment, curriculum development, instructional techniques, classroom management, motor learning, rhythmic dance, and

developmental games will be included along with a minimum of 15 hours of additional meeting times, experiences, and/or work outside of class.

305. Principles and Techniques in Strength Training for Physical Education and Coaching (3 s.h.)

This course will serve as a comprehensive guide to various strength training principles and techniques to include: proper exercise technique, training methods, setting up a personal resistance training plan, and safety. The students in this course will learn the appropriate methods necessary for safe and effective participation in a strength training program. Students will learn how to use and administer assessments to attain their personal fitness goals. This course will include a significant amount of hands on learning and execution. Priority given to Physical Education and Coaching majors. Class size limit 12. (Alternate Fall)

307. Methods and Techniques of Basketball (3 s.h.)

Theory and fundamentals of coaching.

308. Theory and Psychology of Coaching (3 s.h.)

The basic theories and psychology in coaching athletic sports; emphasis will be on various current and past practices. (Fall)

311. Driver Education (3 s.h.)

Prerequisite: Valid operator's license. Designed to instruct potential teachers in the theory, techniques, and methods of teaching driver education, for endorsement as high school or commercial driver education instructors. Deals with driving techniques, traffic statistics, traffic engineering, etc. (Summer only)

312. Methods and Materials in Traffic Safety (3 s.h.)

Prerequisite: PE 311 and teacher education endorsement. Advanced preparation for endorsement of high school driver education to meet the needs of traffic safety in school and community. Specialized research, information and techniques in traffic evaluation and new methods of teaching in Driver Education. Field studies in traffic management. (Summer only.)

313. Simulation and Driving Ranges (3 s.h.)

Prerequisites: 311 and teacher education endorsement. The techniques and methods of teaching, research, and new approaches in using the new Driving Simulator and Multiple-Car-Driving Ranges. (Summer only)

314. Safety Education (3 s.h.)

An introductory course to present materials and methods of safety education for the typical school, home, traffic, and other major fields of safety. It is the purpose of the course to prepare teachers to organize and teach accident prevention and to provide teachers with comprehensive preparation in teaching aids and materials available for the enrichment of present courses. Can be used for teacher education endorsement. (Summer only)

325. Clinical Externship in Allied Health Care (3 s.h. Pass/Fail)

A monthlong apprenticeship study in a chosen allied health field. The student will shadow a licensed allied health care provider and serve alongside this individual to gain a greater understanding of the daily goals and responsibilities of the professional.

410. Independent Study (Credit to be determined)

Individual project on some phase of health, physical education, or recreation.

411. Field Experience in Coaching a Major Sport (1 s.h.)

Forty-five hours of practical experience in the methods and techniques of coaching a specific sport (football, basketball, baseball, softball, soccer, volleyball). Pass/Low Pass/Fail

412. Field Experience in Teaching Elementary Physical Education (1 s.h.)

Recommended corequisite: PE 303. Forty-five hours of practical experience in the methods and techniques of teaching elementary physical education. Students who wish to be certified to teach must have practical experiences at the elementary, middle, and senior high school levels, as well as in special education. This course meets the requirement for grades K-5. Additional field experiences will be provided through ED 202, ED 418, SE 213, and ED 419, and ED 420. Candidates will develop lessons, a unit, and be evaluated using the Expanded ADEPT system. Pass/Low Pass/Fail. (Juniors, Fall only)

416. Content Area Literacy for PK-12 Teachers (3 s.h.)

Prerequisites: Admission to the Teacher Education Program and passing Praxis Core. 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 45 hours of field experience hours in a public school classroom where candidates assess, plan, instruct, and reflect on best practice is a required component. (Seniors, Fall)

420. Materials, Methods, and Assessment in Middle School and Secondary Physical Education, Health, and Coaching (4 s.h.)

Recommended corequisite: ED 420. Practical techniques and activities of effective teaching in middle school, secondary physical education and athletic coaching programs. Assessment, curriculum development, instructional techniques, classroom management and coaching principles are addressed. A minimum of 15 hours of additional meeting times, experiences, and/or work outside of class will be included.

424. Student Teaching (Same as Education 424) (10 s.h.)

Corequisite: ED 408

Engineering

Erskine College maintains an engineering dual degree program with Clemson University. This program offers a robust Christian liberal arts foundation coupled with a significant level of technical specialization. Students in this program typically complete three years at Erskine and two to three years at Clemson, earning a bachelor of science degree in engineering from Clemson and a bachelor of arts degree in biology, chemistry, or mathematics from Erskine. Before transferring to Clemson, students must complete at least 93 hours of course work at Erskine, including CH 101, CH 102, MA 141, MA 142, MA 241, MA 242, PH 120, and PH 121. The students' work at Erskine must satisfy all of Erskine's general education and dual degree major requirements and must include courses required by Clemson for the dual degree program. The additional requirements for particular dual degree majors at Erskine are:

Biology: BG 110, 111, 202, and 12 hours chosen from BG 201, 210, 211, 303, 340, 407, and 420, with minimum of one course at the 300 level or above.

Chemistry: CH 214, 215, 216, and 217; one from CH 305, 320, and 401; one from CH 322, 402, and 405; and CH 315.

Mathematics: IT 170, MA 321 and 322, MA 324 or 441, and 6 hours chosen from MA courses at the 200 level or above.

The majors which students may pursue at Clemson under this agreement include:

Bioengineering
 Biosystems Engineering
 Chemical Engineering
 Civil Engineering
 Computer Engineering

Environmental Engineering
 Electrical Engineering
 Industrial Engineering
 Materials Science and Engineering
 Mechanical Engineering

To expedite completion of the Clemson portion of the program, students are advised to take specific basic engineering courses in summer school. Students interested in the program must contact Erskine's Dual Degree Coordinator to declare their intent during their first three terms at Erskine.

English (EN)

Professors Christie, Little (Chair), Schott

The English program is designed to help English majors achieve success in graduate or professional school and realize a lifetime of meaningful work. The English Department has four principal objectives. It develops in every student oral and written communication skills. It trains every student in the critical analysis of literature and the formation of value judgments. It introduces every student to at least one genre, period, or survey of literature. It offers to its majors a program containing three areas of interest: writing, literature, and theater.

The General Education requirements in English are EN 102 or 103 and one 200-level survey of literature course or one 300-level literature course designated as a literature formation course by the Core Curriculum. The 200-level literature courses are EN 201, 202, 205, 206, 215, and 216. The 300-level literature courses are EN 300, 302, 303, 306, 317, and 318.

In addition to the General Education requirements in English, the English major consists of the following: 201; at least one additional survey of literature (EN 202, 205, 206, 215, or 216); 222; 405 or 408; 407; and 12 hours of English electives, at least six of which must be at the 300/400 level. To these specified requirements, students may add up to three more courses of English electives.

A minor in English consists of a minimum of 15 hours above the General Education requirements in English: completion of two surveys of literature (EN 201, 202, 205, 206, 215, or 216); 407; nine hours of electives, at least six of which must be at the 300/400 level. Theater courses may not be credited as elective hours toward the English minor.

Students seeking teacher certification in English must complete the requirements for the Bachelor of Arts degree in English and a Minor in Secondary Education. An English major with a Minor in Secondary Education must take both EN 405 and 408 as well as EN 309.

The Department of English will grant the designation "Honors in English" to those students meeting the following requirements:

1. Grade point average of 3.6 or better in the major.
2. Overall grade point average of 3.3 or better.
3. At least two years of course work in the major completed at Erskine College.
4. Earned "A" on a researched essay or creative writing project written for a 300- or 400-level English course. The English Department must approve all written projects submitted for this requirement.

5. Presentation of the project at a national or regional professional meeting or equivalent.
6. Students seeking Honors in English should declare their intent to the English Department in their junior year.

101. Freshman Composition (3 s.h.)

Development of communication skills through a study of the principles of composition, class discussion, and writing short essays. Emphasis on diction, syntax, grammar, paragraph coherence, and methods of organizing and developing expository prose. Does not apply to the fulfillment of requirements for the English major or minor.

102. Composition and Literature (3 s.h.)

Development of communication skills through the study of selected literary works, class discussion, and writing analytic essays about poetry, fiction, or drama. Emphasis on the learning of a basic critical vocabulary, introduction to research tools and skills, and the exercise of value judgments.

103. Honors in Freshman English (3 s.h.)

Prerequisite: Permission of department. An honors section of English 102 offered each fall and limited to selected incoming freshmen. The work of the course will emphasize the study of literature and writing about literature.

201. Survey of British Literature I (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers in British literature from the Anglo-Saxon period through the Neoclassical. Alternate years.

202. Survey of British Literature II (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers in British literature from the pre-Romantic period to the present.

205. Survey of American Literature I (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers in American literature from the Colonial period to mid-19th century. Alternate years.

206. Survey of American Literature II (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers in American literature from the mid-19th century to the present. Alternate years.

215. Survey of World Literature I (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers from classical times to the 17th century. Alternate years.

216. Survey of World Literature II (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers from the 17th century to the present. Alternate years.

220. Public Speaking (3 s.h.)

A course in preparing and delivering various types of speeches. Examination and implementation of both classical and contemporary principles of effective oral communication. Speeches assigned on various topics and constructive criticism given. Offered on demand.

222. Literary Criticism (3 s.h.)

A study of the techniques for making literary judgments developed through direct contemplation of literary works and through writing critically about them. English majors are urged to take this course as soon as possible after completing 102.

232. Fiction Writing Workshop (3 s.h.)

Study of the principles and techniques of creative writing. Individual and group evaluation and analysis of student work. Alternate years.

233. Creative Nonfiction Workshop (3.sh.)

Study of the principles and techniques of creative nonfiction. Combining journalism with creative writing, the course explores the subgenres of memoir, (auto)biography, travel writing, and reviews (such as reviews of food and culture). Individual and group evaluation of student work. Alternate years.

250. Special Topics Survey (3 s.h.)

Survey of selected texts and traditions intended for general population students as well as majors. Specific topics will vary among genre, period, and thematic studies. Such topics might include but are not limited to specific authors or genre surveys, the study of forms like graphic novels, and the analysis of film adaptations. With departmental approval, this course may be repeated for credit. Offered on demand.

300. Medieval Literature (3 s.h.)

Prerequisite: EN 102. A study of representative Western literature from the 5th century to the late 15th century. An in-depth study of medieval works in translation, such as the Arthurian romances of Chretien de Troyes, the Nibelungenlied, Sir Gawain and the Green Knight, the Icelandic “family sagas,” and troubadour poetry. Alternate years.

302. Romantic Literature (3 s.h.)

Prerequisite: 102. A study of representative poetry and prose of the English Romantic period. Emphasis on the poetry of Wordsworth, Coleridge, and Keats, with additional study of selected poems by Shelley and Byron. Reading of selected novels. Alternate years.

303. Victorian Literature (3 s.h.)

Prerequisite: 102. A study of representative poetry, non-fiction prose, and novels of the Victorian Age in England. Alternate years.

306. American Romanticism (3 s.h.)

Prerequisite: 102. A study of American themes and texts from the middle decades of the 19th century. Readings in fiction, poetry, and non-fiction prose. Representative authors of the American renaissance—including Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, and Dickinson—are placed in the context of lesser-known contemporaries. Alternate years.

308. Journalistic Writing and Reporting (3 s.h.)

Prerequisite: 102. Basic course in newswriting, reporting, and interviewing. Class members are encouraged to help publish the *Mirror* under the direction of the editor. Class members participate in at least one field trip per term to a local commercial newspaper. Offered on demand.

309. Literature for Young Adults (3 s.h.)

Prerequisite: 102. Introduction to the range and types of literature available to young adults, to basic critical approaches to literature, and to representative novels. Alternate years.

313. The Contemporary American Novel (3 s.h.)

Prerequisite: 102. A study of selected American novels from the last half of the 20th century to the present. Emphasis on theory of the novel and on various critical and historical approaches. Alternate years.

314. The British Novel (3 s.h.)

Prerequisite: 102. A study of representative British novels from the 18th century to the present. Alternate years.

317. Modern Poetry (3 s.h.)

Prerequisite: 102. A study of selected poems written in English since 1850. Emphasis on critical and historical approaches to the poems. Alternate years.

318. Modern Drama (3 s.h.)

Prerequisite: 102. A study of selected plays (American, English, and Continental) written since the time of Ibsen. Emphasis on critical and historical approaches to the plays. Alternate years.

400. Chaucer and the Middle Ages (3 s.h.)

A study of Chaucer's *Canterbury Tales* and minor poetry and other important works from the Middle Ages. Alternate years.

402. 17th Century Literature (3 s.h.)

A study of English literature of the 17th century, with primary emphasis on the poetry of Milton and Donne, together with some works by other writers in the Metaphysical and Cavalier schools. Offered on demand.

404. 18th Century Literature (3 s.h.)

A study of English poetry, prose, and drama of the 18th century. Offered on demand.

405. The English Language: History and Structure (3 s.h.)

A study of language in general and the English language in particular. Study of changes in phonology, morphology, syntax, and semantics; introduction to traditional and modern grammars; and exploration of various personal, social and communicative purposes of language. Alternate years.

407. Shakespeare (3 s.h.)

A study of representative histories, comedies, tragedies, and late romances. Attention also given to Elizabethan philosophical and literary backgrounds and to Shakespearean criticism.

408. Advanced Composition and Grammar (3 s.h.)

Reading and analysis of expository prose types, along with frequent compositions based on these forms, and review of traditional grammar. Alternate years.

409. Comparative Literature (3 s.h.)

A comparative study of non-English literature in translation. Offered on demand.

410. Independent Study (Credit to be determined)

Independent study of a particular area of English to be determined by student interest and aptitude. Under direct guidance of professor, with regular conferences, research, and papers. Limited to English majors.

414. Topics in British Literature (3 s.h.)

Advanced study of selected texts and traditions in Great Britain and/or its colonies. Specific topics will vary among author, period, and thematic studies. Such topics might include but are not limited to the following: The Question of Empire; Dickens, Joyce, or Woolf; British Modernism; British Literature in the Magazines; Irish Culture and Identity. With departmental approval, this course may be repeated for credit. Alternate years.

415. Topics in American Literature (3 s.h.)

Advanced study of selected texts and traditions in American literature. Specific topics will vary among author, period, and thematic studies. Such topics might include the following: The Problem of American Identity; American Landscapes; Faulkner, Welty, and Percy; America in Vietnam; Recent American Fiction, Poetry, or Drama. With departmental approval, this course may be repeated for credit. Alternate years.

430. Major American Author(s) (3 s.h.)

Advanced study of a single American writer (or two or three related authors). Emphasis on primary works, but attention also to biography, criticism, and cultural contexts. With departmental approval, this course may be repeated for credit. Alternate years.

499. English Externship (1-4 s.h.)

Prerequisite: permission of the instructor. A course designed to allow English majors to gain professional work experience in a field related to their interests. Fields include but are not limited to communications, publishing, theater, and journalism. Students will work under the supervision of a professional sponsor and a faculty member. Topic and number of hours to be determined on an individual basis.

Theater Emphasis

Students especially interested in theater may major in English with a theater emphasis or minor in theater, as described below:

A minor in theater consists of 15 hours above the General Education requirements in English. Theater minors are required to take the following courses: EN 223 or 224; 225; and two Theater Practicums (010 or 020). The remaining nine hours are to be selected from the following: EN 110, 120, 223, 224, 330, and 420. Courses for the theater minor will be offered in sequence in alternate years. Other courses in the English curriculum may not be credited as elective hours toward the theater minor without departmental approval.

The English major with a Theater Emphasis consists of the following: 222, plus requirements for the traditional English minor and the theater minor, described above.

010. Theater Practicum (0 s.h.)

A laboratory course providing “hands-on” experience in specific aspects of theater production. Students earn credit by successfully completing assigned responsibilities for some aspect(s) of mounting an ERSKINE PLAYERS’ production. Minimum hours are required each semester. Credit is awarded only for quality work. A maximum of eight practicum hours may be credited toward graduation requirements. Only two practicum hours may be credited toward the theater minor.

020. Theater Practicum (0 s.h.)

A laboratory course providing “hands-on” experience in specific aspects of theater production. Students earn credit by successfully completing assigned responsibilities for some aspect(s) of mounting an ERSKINE PLAYERS’ production. Minimum hours are required each semester. Credit is awarded only for quality work. A maximum of eight practicum hours may be credited toward graduation requirements. Only two practicum hours may be credited toward the theater minor.

110. Theater Practicum (1 s.h.)

A laboratory course providing “hands-on” experience in specific aspects of theater production. Students earn credit by successfully completing assigned responsibilities for some aspect(s) of mounting an ERSKINE PLAYERS’ production. Minimum hours are required each semester. Credit is awarded only for quality work. A maximum of eight practicum hours may be credited toward graduation requirements. Only two practicum hours may be credited toward the theater minor.

120. Theater Practicum (1 s.h.)

A laboratory course providing “hands-on” experience in specific aspects of theater production. Students earn credit by successfully completing assigned responsibilities for some aspect(s) of mounting an ERSKINE PLAYERS’ production. Minimum hours are required each semester. Credit is awarded only for quality work. A maximum of eight practicum hours may be credited toward graduation requirements. Only two practicum hours may be credited toward the theater minor.

223. Introduction to Theater Arts (3 s.h.)

Introduction to dramatic theory and criticism as these relate specifically to the living theater. Study of the theater and of dramatic literature from cultural and historical perspectives. Alternate years.

224. Play Production (3 s.h.)

Introduction to elements of putting on a play, to include play selecting, casting, rehearsing, set design, and familiarization with the technical aspects of production. Alternate years.

225. Acting I (3 s.h.)

A beginning laboratory course in stage performance. Introduction to basic, systematic training techniques based on Stanislavsky. Emphasis on script analysis, physical and vocal exploration, and scene work. Alternate years.

330. Directing I (3 s.h.)

A beginning laboratory course in stage direction. Introduction to basic, systematic techniques and modern theory. Emphasis on script analysis, stage composition, picturization, and movement. Various casting and rehearsal techniques are also explored in scene work. Each student directs a one-act play for public performance. Alternate years.

420. Advanced Theater Workshop (3 s.h.)

Advanced study exploring in depth a particular facet of theater art. Specific topics will vary, depending on professor and student interest. Such topics might include: Acting; Dialects; Directing; Scene Design; Building Scenery; Theater History. With departmental approval, this course may be repeated for credit. Offered on demand.

Global Studies

The minor in Global Studies is an interdisciplinary minor allowing the student to concentrate study on select areas of the world, excluding Europe and the United States. The minor consists of 18 semester hours to include courses in at least three different disciplines. Courses that count toward the minor include: English 216; Bible 354; History 230, 260, 270, 280, 420, 450, 460, 480; and Political Science 114.

History (HS) and Political Science (PO)

Professors Abu Sarah, Brivio, Cawvey, Gressang, Harris (Chair)

The Department of History and Political Science offers three majors (History, Social Studies, and Political Science) and two minors (History and Political Science).

History (HS)

The major in history prepares students to pursue a wide range of careers, from law, business, and information management, to education, ministry, and public service. Many history majors go on to earn graduate and professional degrees. The study of history offers a fascinating way to impart skills in reading critically, writing clearly, and researching responsibly—all of which equip graduates to be flexible as they seek meaningful work in a rapidly changing job market. History majors learn to communicate effectively and manage and interpret information logically. They gain an understanding of current events in global and historical contexts, translate cultural differences across time and space with empathy, and develop ethical responses to some of life's most challenging questions.

Requirements for the major consist of 30 hours in history beyond the foundation-level general education requirements. History majors must take 211, 212, 399, 400; any two of the following: 309, 310, 311, 312, 313, 314, 315, 316, 317; one course from 230, 260, 270, 280, 420, 450, 460, 480; and 9 hours of electives in history.

The social studies major is designed for students seeking teacher certification in social studies. Requirements for the social studies major are as follows: 1) History--22 hours above the 100-level, including 211, 212, two courses from the sequence 309-317, 399, one course in non-western history, and two electives; 2) Social Sciences--15 hours, consisting of BA 221, BA 222, PO 101, PY 201, and SO 101. Students seeking teacher certification in social studies also must take courses in the Department of Education that satisfy the Secondary Education Program requirements.

A minor in history consists of 15 hours beyond the general education requirements. These courses may include any combination of American, European, or World history.

To earn the designation "Honors in History" students must meet the following requirements:

- Have a contract committing to the program filed with the student's adviser and the registrar during the junior year.
- Maintain a grade point average in history of 3.6 or above, and a grade point average overall of 3.3 or above.
- Complete a minimum of 24 hours in history, including HS399 and 400.
- Receive from the department faculty a designation of "Honors" on the seminar paper completed for HS400.
- Present the HS 399 or HS400 paper at a national or regional meeting or the equivalent.

101. World Civilizations to 1600 (3 s.h.)

This course provides an overview of the world's most influential empires and enduring belief systems, and of the increasing interaction among civilizations prior to 1600. The course also introduces students to the use of primary and secondary sources.

102. World Civilizations Since 1600 (3 s.h.)

This course provides an overview of the emergence of urban industrial societies, the development of modern world empires, and the escalation of global interaction, especially through trade, war, revolution, and technology. The course also introduces students to the use of primary and secondary sources.

105. Contemporary Global Issues (3 s.h.)

An introduction to a wide range of contemporary issues that affect the stability, peace, and health and well-being of the human community. The course explores the origins and scope of these issues, as well as possible responses and solutions.

211. American History to 1876 (3 s.h.)

An introductory course in American History from the settlement of the English colonies to the end of Reconstruction. A sophomore-level course that provides a basic understanding of American history. Required of all history majors.

212. American History Since 1876 (3 s.h.)

An introductory course in American History from the end of Reconstruction to the present. A sophomore-level course that provides a basic understanding of American history. Required of all history majors.

220. The American West (3 s.h.)

A survey of the trans-Mississippi West between the arrival of the first Spanish explorers and the present.

230. Latin America in Modern Times. (3 s.h.)

A survey of political, economic, social, religious, and cultural changes in Latin America from the colonial era to modern times.

240. The Italian Renaissance Goes to Hollywood: Understanding the Renaissance between Facts and Fiction (3 s.h.)

This course provides an overview of the major political, cultural, and artistic developments known as the "Italian Renaissance." Additionally, it introduces the issue of historical accuracy in cinematographic and television productions.

250. The Holocaust (3 s.h.)

An examination of the persecution and attempted annihilation of European Jews during Hitler's reign from 1933 to 1945, with emphasis upon the roles of perpetrators, bystanders, and victims, as well as the response of Christians to the suffering of their neighbors.

260. Chinese History (3 s.h.)

A survey of Chinese political, social, and cultural history, with special emphasis on the period since 1800.

270. Africa in Modern Times (3 s.h.)

A survey of political, economic, social, and cultural developments in Africa from the colonial era to the present.

280. The Global Cold War (3 s.h.)

A survey of the long- and short-term origins of the Cold War, its global dimensions through nuclear standoff, proxy wars, and economic aid packages, and its nonviolent and violent end.

302. History of Medicine: Antiquity to the Scientific Revolution (3 s.h.)

A survey of the development of Western medical thought and practice from antiquity to the 18th century.

309. The Ancient World (3 s.h.)

A survey of the political, social, economic, and cultural life of the ancient world from the late fourth millennium B.C. to the late Roman Empire, with particular attention to the primary sources.

310. Medieval History (3 s.h.)

A survey of the civilization of Western Europe from about 400 to 1450 including detailed study of religious thought and institutions and political and economic development.

311. Renaissance and Reformation (3 s.h.)

A study of Europe between the late 1300s and the 1600s, with emphasis on the Renaissance, the Reformation and wars of religion, the voyages of exploration, trade, and empire-building, the rise of Western science, and the beginnings of the modern state.

312. Modern European History, 1550-1763 (3 s.h.)

Analysis of major social, economic, and political developments of Europe from the religious wars to the Peace of Paris.

313. Modern European History, 1763-1870 (3 s.h.)

A course that examines a volatile period of European history, with emphasis on the French Revolution, revolutionary movements of the 1820s-1840s, major changes in industrial production, and the growth of socialism, liberalism and nationalism.

314. Recent European History 1870-1945 (3 s.h.)

A survey of political, military, social and economic developments in Europe and its colonial dependencies from German unification to the end of World War II.

315. Europe Since 1945 (3 s.h.)

A survey of political, social, economic, cultural, and military developments in Europe since World War II.

316. Modern European Intellectual History (3 s.h.)

A survey of dominant intellectual trends that shaped European politics, society, and culture from the Enlightenment to the present.

317. Crusades (3 s.h.)

This course explores the Crusades as a phenomenon in world history, from the first preaching of the Cross at Clermont in 1095 to the fall of Hospitaller Malta in 1798, and investigates the political and ideological concerns that influence interest in the Crusades today, including debates over the legacy of European colonialism, the origins of modern tensions between Islamic and Christian societies, and the legitimacy of using force to advance even worthy causes.

319. Great Britain Since 1815 (3 s.h.)

Study of foreign and domestic policy in Britain from the defeat of Napoleon to the present, with special emphasis on the world wars, relationships between Britain and its colonies, and the establishment of the welfare state.

330. European Military History (3 s.h.)

An examination of European military history, broadly construed, since 1500. Themes will include technologies of war, administration of armies, and the social and political significance of warfare, as well as battle history and the development of strategy and tactics.

340. Germany in the 20th Century (3 s.h.)

The study of the turbulent history of Germany in the 20th century, with special emphasis on World War I, the Weimar Period, Hitler's Third Reich, the development and policies of the two Germanies from 1945-1990, and recent trends since German reunification.

399. Historical Skills and Methods (3 s.h.)

A team-taught course to be taken the spring semester of the junior year, designed to teach students the skills required to read and write history. Required of all History majors.

400. Senior Thesis in History (3 s.h.)

A team-taught course to be taken by all majors during the fall semester of their senior year, which emphasizes writing a major research paper, and also includes an introduction to historiography. Required for History majors.

401. History of Women in America (3 s.h.)

A survey of the diverse political, social, economic and cultural experiences of women in American history from the colonial period to the present.

403. South Carolina History (3 s.h.)

A survey of South Carolina history from the colonial period to the 20th century. Offered irregularly.

404. American Military History (3 s.h.)

An overview of American military history from the colonial period to the present. In addition to analyzing the strategy and tactics of America's wars, the course will also examine recruitment, the social composition of America's armed forces and the development of military technology.

406. Diplomatic History of the United States (3 s.h.)

An analysis of American diplomatic history from the establishment of independence to modern times with emphasis on the evolution of fundamental foreign policies.

407. The American Character (3 s.h.)

An inquiry into the cultural values and attitudes which have shaped the evolution of the American self-perception, from colonial times to the present, with an emphasis upon regional and class variations of the national self-identity.

408. Colonial America (3 s.h.)

A survey of the economic, political, social, religious, cultural, ethnic, military, and environmental aspects of colonial British North America from exploration and settlement to revolution and independence.

409. History of the South (3 s.h.)

A study of the development of the social, economic, and political institutions of the South from colonial times.

410. Independent Study (Credit to be determined)

Prerequisites: Advanced standing in the department and permission of the instructor. Individual study projects may be chosen from the areas of oral history, reading seminars, or research and writing seminars.

411. Off-Campus Study in History (1-3 s.h.)

Study of topics in history in off-campus programs approved by the department of history. Offered for pass/fail credit only.

412. Applied History (1-2 s.h.)

A course designed to give students practical experience in applying historical skills and methods in work at museums, historic monuments, archives, and special collections. Offered for pass/fail credit only. Prerequisites: a 3.0 GPR or above in history courses, sophomore standing, and departmental interview.

413. The American Civil War (3 s.h.)

A study of the causes, politics, military action, and immediate aftermath of the American Civil War.

415. Special Topics in History (Credit to be determined)

Exact title, nature of course, and credit are announced at the beginning of the term in which the course is offered. On demand.

420. The Atlantic World, 1400-1830 (3 s.h.)

This course examines the history of the Atlantic basin from the initial European explorations of sub-Saharan Africa and the

Americas to the collapse of trans-Atlantic empires during the Age of Revolutions. Themes include migration, trade, culture, conflict, and religion.

450. Contemporary Global Issues in Historical Perspective (3 s.h.)

An examination of the historical dimensions of contemporary world issues such as terrorism, globalization, human rights, environmental stewardship, and the wealth and poverty of nations. Fulfills non-western history requirement for the major.

460. Near Eastern History (3 s.h.)

An analysis of classical Islam and the gradual Europeanization of the Near East, with a view to developing an understanding of the present Arab-Israeli conflict and its significance to the modern world.

480. Russian History (3 s.h.)

A survey of Russian political, social, and cultural history with emphasis on the period since 1800.

Political Science (PO)

The Political Science major at Erskine College serves students who desire to acquire knowledge of public affairs. The general aim of the department is to foster a deeper appreciation of government and politics by developing an understanding of the nature and role of political behavior and governmental institutions. The core courses in the major also make a rich contribution to the liberal arts mission of the College.

In fulfilling this aim, the department offers courses that expose students to the major areas of the discipline of political science, including American government, international politics, comparative politics and political philosophy; emphasizes concepts, theories and tools that are essential in political analysis; addresses key issues involved in the building of just and peaceful political communities; and examines the relationship between Christianity and politics.

The major in Political Science seeks to prepare students for:

- graduate study in politics, government, and related fields, including area studies, public policy and public administration
- law school
- careers in government and public affairs
- work in the private and non-profit sectors that require knowledge of government and politics

The Political Science major totals 34 credit hours and includes the following distribution of requirements:

1. 30 hours of Politics courses that include: a) 12 hours of courses in the four major sub-fields of the discipline of political science (PO 101, 112, 113, 114; all of which must be taken at Erskine), b) 12 hours of electives in the major (2 each from the 200-300 level courses), c) an internship, and d) a senior Thesis.

2. 4 hours of PY 310 (Intro to Psych Stats) to provide an introduction and training in some of the standard methodologies employed in the social sciences.

To earn the designation "Honors in Political Science," students must meet the following requirements:

- Maintain a grade point average in political science of 3.6 or above, and a grade point average overall of 3.3 or above.
- Maintain a grade point average in history of 3.6 or above, and a grade point average overall of

3.3 or above.

- Complete a minimum of 24 hours in political science, including PO 450 and 451.
- Receive from the department faculty a designation of “Honors” on the seminar paper completed for PO 451. .
- Present the PO 451 paper or another paper (approved by the PO 451 instructor) at a national or regional meeting or the equivalent.

A minor in Political Science may be earned by taking 15 hours of coursework that includes the four core courses of the major (PO 101, 112, 113, 114) plus one upper-level course in the Political Science Department.

The Department also urges students who major in politics to consider the following: 1) a heavy concentration in a modern foreign language, 2) the following courses in Economics: BA 221, BA 334, BA 360, and BA 428, 3) participation in the CCCU program, the American Studies Program; a semester residential program in Washington, D.C., and/or 4) a semester abroad program (see Department Chair for information.)

101. American Government (3 s.h.)

A study of the structure and function of the institutions of the U.S. national government.

105. Contemporary Global Issues (3 s.h.)

An introduction to a wide range of contemporary issues that affect the stability, peace, and health and well-being of the human community. The course explores the origins and scope of these issues, as well as possible responses and solutions.

112. Introduction to Political Philosophy (3 s.h.)

An interdisciplinary and multimedia survey of the basic themes in the tradition of political philosophy.

113. Introduction to International Relations (3 s.h.)

A study of the basic issues and themes in the relationships between nations, sub-national actors, and international institutions.

114. Introduction to Comparative Politics (3 s.h.)

An introduction to the comparative analysis of how nations structure their governments and develop their policies.

212. American Political Thought (3 s.h.)

A survey of American political thought from the Founding to the 21st century. (Offered every other year.)

213. Ethics and Foreign Policy (3 s.h.)

A consideration of the various ethical issues raised in the formation and conduct of U.S. foreign policy.

214. European Politics (3 s.h.)

An analysis of the institutions and policies of the major European nations.

215. Music and Politics (3 s.h.)

An interdisciplinary exploration of the intersection of the arts and society. Topics will include the role of the arts (and music specifically) in the polis; the political ramifications of artistic statements; the uses of music to build community and solidarity; the sometimes uneasy relationship between art and power; and the respective limits of each domain and of each discipline. Offered alternate years. Cross-listed as MU 215.

222. Christian Political Thought (3 s.h.)

A survey of how Christians have, across time and space, thought about matters such as war and peace, church and state, the

purpose(s) of government, and the political role(s) of the church. Offered every other year.

300. Constitutional Law (3 s.h.)

An introduction to the Supreme Court, its practice of judicial review and the politics surrounding the interpretation of the U.S. Constitution. The class covers 1) the Court's decisions affecting the balance of power between the three branches of the national government and 2) the Court's decisions in the areas of civil rights and civil liberties. (Offered every other fall semester.)

303. U.S. Presidency (3 s.h.)

An historical and institutional analysis of the U.S. Presidency. This course includes a research component.

304. Congress (3 s.h.)

An historical and institutional analysis of the U.S. Congress. This course includes a research component.

306. Ancient Political Philosophy (3 s.h.)

A critical survey of some of the major texts in the Western tradition of political philosophy. Sources range from Homer to St. Augustine, and include the literature of epic, tragedy, history, philosophy, and theology. This course includes a research component.

307. Modern Political Philosophy (3 s.h.)

A critical survey of some of the major texts in the Western tradition of political philosophy. Sources range from Machiavelli to Marx to the post-moderns, and include the literature of Shakespearean tragedy, political essays, philosophy, and theology. This course includes a research component.

313. International Political Economy (3 s.h.)

A critical examination of the forces of globalization and the major actors in international political economy. This course includes a research component.

314. European Union (3 s.h.)

The evolution and institutions of the European Union, focusing on the major policy debates within the E.U. and the challenges of European integration, especially those posed by enlargement to include former communist countries.

315. Special Topics in Political Science (Credit to be determined)

A variety of courses, including the Erskine in D.C. program, that department faculty will offer based on research and pedagogical interests. Credit will vary with the nature of the course offered, but all credit from these courses will count toward fulfillment of the major.

401. Internship (3 s.h.)

An internship with a governmental organization (local, state, national or international) or with a non-governmental organization that has a public orientation and focus. To be arranged in consultation with the department chair.

410. Independent Study in Political Science (Credit to be determined)

Prerequisites: Political Science major and permission of the instructor. A study of government through individual projects.

450. Senior Thesis: Research Design (1 s.h.)

A workshop for senior majors in preparation for the final senior thesis. Offered in the fall. Required of all senior majors.

451. Senior Thesis (2 s.h.)

A workshop for senior majors in preparation for the final senior thesis. Offered in the fall. Required of all senior majors.

Information Technology (IT)

The minor in Information Technology introduces students to state-of-the-art technology and its use so that they may integrate this technology into a system for solving problems. It broadens the strong liberal arts education as it develops skills, foundational concepts, and analytical capability. Combining the liberal arts education with this minor prepares students to utilize the changing technologies of the future, educating students to be problem solvers, not technicians. It enables them to be leaders in applying new technologies within a variety of disciplines. This minor recognizes that the computer (the current focus of technology) is an important tool that should be used by students to enhance what they investigate in almost every discipline they study at Erskine College. While some components of this computer-related minor will involve mastery of skills, the emphasis remains on thinking analytically, communicating well, and exploring new ideas.

The Information Technology Minor requires 17 or more hours. Three courses, IT 101, IT 170, and IT 190, are required. The remaining hours are to be selected from the following courses: AR 225/BA 225/IT 225, AR 226/BA 226/IT226, BA 259, and BA 359.

101. An Introduction to Information Technology (3 s.h.)

This course covers topics in the history of computers and related technologies, mathematical modeling, and real-world simulations. It investigates aspects of computer hardware and software, and may involve others topics. One goal of the course is to give a basic background so that students are prepared to study in depth some of the areas developed briefly in this course. Another goal of the course is to introduce students to a wide range of topics so they can choose more advanced topics more intelligently.

170. A Beginning Programming Course (3 s.h.)

This course enables students to start programming. The language is Visual Basic, a programming language that can be used with the Microsoft Office Suite of programs and other commercial programs to extend the capabilities of these programs. This course will develop programming around real-world situations with applications to various disciplines.

190. Computer Networking Principles (3 s.h.)

This course covers the technical principles of local and wide area networks. Topics will include analyzing current trends in the design of small home/office networks, large corporate networks, and the Internet. The OSI network model will be examined with particular emphasis on Ethernet and the TCP/IP protocol suites. Techniques in network management and security will also be covered.

195. E-commerce Development and Management (3 s.h.)

A study of trends and tools in e-commerce with a focus on creation, development, and management of internet web sites. This course will also explore the necessary back end applications needed to facilitate e-commerce. A particular emphasis will be placed on exposing students to the importance of choosing, setting up, and operation of content management tools.

225. Publication and Illustration Graphics (3 s.h.)

Design using illustration and page layout programs. Students will gain an understanding and competency of vector graphics used in creating logos, illustrations, and digital art. Students will also gain an understanding of page layout design and electronic publishing. Various projects will be required. Fee required. Cross-listed as AR 225 and BA 225.

226. Image Design Graphics (3 s.h.)

Emphasis placed on image editing and photo manipulation using software programs combined with digital photography. Various projects will be required. Fee required. Cross-listed as AR 226 and BA 226.

227. Professional Video Editing (3 s.h.)

Using Adobe Premiere Pro, the course is designed to give students the technical expertise necessary to edit professional quality videos. The course will include (but is not limited to) multiple sequence support, high bit-depth rendering, multicamera editing, time remapping, color correction tools, audio manipulation, and Bezier key framing. In addition, the course will cover the entire import-to-output process necessary to produce a video production that can be used by YouTube, MP4, AAF, XML, QuickTime, etc. Lab fee required. Cross-listed as AR 227 and BA 227.

Mathematics (MA)

Professors Abalo (Chair), Gorka, White

The primary objective of the mathematics department is to help all students increase their problem-solving skills and abstract reasoning ability in order to prepare them for a rapidly changing society.

A major in mathematics consists of a minimum of 35 hours of mathematics courses above the basic studies requirement. The core for all majors must include IT 170 and MA 142, 241, 242, 321, 401. In addition, Physics 120-121 must be taken. The major in pure mathematics must include MA 322, 324, 441, and three electives at or above the 200 level.

A minor in mathematics consists of 15 hours above the basic requirement to include MA 142, 241, 242, 321, and either IT 170 or one math elective at or above the 200 level.

Students planning to certify to teach mathematics on the secondary level must complete a major in mathematics. This must include MA 305, 307, 322, 324, 380. Students must complete the general and professional education courses to meet State Board of Education and NCATE/CAEP approved requirements. Students should discuss their programs with their advisers and with the Chair of the Department of Education or the college coordinator for secondary education early in their college careers.

Secondary education minors must apply for admission into the Teacher Education Program by April 1 of the sophomore year (or not later than November 1 of the junior year) and submit passing scores on the required Praxis Core Academic Skills for Educators (or meet the SAT/ACT requirement) as well as meet all the requirements listed in the Teacher Education Program Admission Requirements section of this catalog. Please see the Education minor listed earlier in this catalog for other information.

The Department of Mathematics will grant the designation of "Honors in Mathematics" to those students meeting the following requirements. A project will be presented to the department as part of the seminar required of all majors. (The requirement for all majors is an oral presentation, one-half hour in length, of some topic of senior level mathematics together with a well-written paper.) For honors in mathematics, the department will require a more complete (one hour in length) development of a topic with quality sufficient for a possible presentation at a professional meeting such as the MAA regional meeting. The presentation, oral and written, will be given to the entire department and other invited guests. One independent study to be done beginning the spring term of the junior year or fall term of the senior year and terminating with development of the honors project will be required. Students must declare an intent to participate in the honors program by the end of their junior year, maintain a 3.6 GPR within the major and a 3.3 cumulative GPR, have approval of all members of the department and show a real desire and enthusiasm to do mathematics.

Erskine College maintains an actuarial science dual degree program with Clemson University. This program offers a robust Christian liberal arts foundation coupled with a significant level of mathematical and statistical coursework in preparation for an actuarial career path. Students in this program typically complete three years at Erskine and two years at Clemson, earning a Bachelor of Science degree in mathematical sciences (with an emphasis in actuarial science) from Clemson and a Bachelor of Arts degree in mathematics from Erskine. Before transferring to Clemson, students must complete at least

93 hours of course work at Erskine, including BA 221, BA 222, BA 251, BA 324, PH120, and PH 121. The students' work at Erskine must satisfy all of Erskine's general education and dual degree major requirements and must include courses required by Clemson for the dual degree program. The additional requirements for particular dual degree majors at Erskine are: IT 170, MA 141, 142, 241, 242, 321, and 322, MA 324 or 441, and 6 hours chosen from MA courses at the 200 level or above.

Students interested in the actuarial science dual degree program must contact Erskine's Dual Degree Coordinator to declare their intent during their first three terms at Erskine.

101. Pre-Calculus (3 s.h.)

Topics in algebra and trigonometry specifically needed for Calculus I, and II. Subsets of the real line, functions, absolute value, polynomial, rational, inverse, exponential, logarithmic, trigonometric functions, analytic trigonometry.

107. College Mathematics (3 s.h.)

A course designed to study combinations, permutations, other counting problems, probability, and statistics. The emphasis will be on the understanding of basic concepts. May not be used for major or minor credit in the Department of Mathematics.

141. Calculus I (3 s.h.)

Prerequisite: Math 101 or high school Pre-Calculus credit. A study of elementary functions, limits, continuity, derivatives, applications of derivatives. The emphasis is on understanding the derivative in problem-solving situations.

142. Calculus II (3 s.h.)

Prerequisite: Math 141. Integration theory, techniques of integration, applications of integration. An introduction to differential equations.

205. Elementary Statistics (3 s.h.)

Prerequisite: Math 107 or 141. Elementary descriptive statistics, probability, and introductory analytical inferential statistics with applications to business, the natural sciences, and the social sciences. Measures of central tendency, measures of dispersion, discrete random variables, binomial and normal distributions, sampling, and the central limit theorem. Hypothesis testing for single variable statistics, mostly large samples, least squared regression, and time series analysis. The three hours per week will include some laboratory work using Excel.

207. Fractals and Chaos (3 s.h.)

Prerequisites: MA 107 or MA 141. An introductory study of fractals and chaotic phenomena from simple definitions to applications in mathematics, physics, astronomy, biology, medicine, and other areas of science. Includes a computational component using math software. Offered on demand.

241. Calculus III (3 s.h.)

Prerequisite: Math 142. Parametric equations and polar coordinates; convergence of infinite sequences and series; Maclaurin series, and Taylor series.

242. Calculus IV (3 s.h.)

Prerequisite: Math 241. Vectors and vector functions; functions of several variables, partial derivatives, directional derivatives and the gradient; vector calculus; methods of solutions of first and second linear differential equations.

280. Introduction to Mathematical Modeling (3 s.h.)

Prerequisite: Math 142 or consent of the instructor. A course designed to model and numerically solve problems from

applied fields, e.g., physics, biology, chemistry, and economics. Excel and other software will be used in this course. Offered on demand.

305. Mathematical Statistics (3 s.h.)

Prerequisite: Math 242. Probability and descriptive statistics. The mathematical foundations of statistics. Required for prospective teachers of mathematics.

307. Geometry (3 s.h.)

Prerequisite: Math 241. The axiomatic method applied to the foundations of geometry. Euclidean, non-Euclidean, and finite geometries. Required of prospective teachers of mathematics. Alternate years.

321. Linear Algebra (3 s.h.)

Prerequisite: Math 242. Systems of linear equations, matrices, and vector spaces.

322. Foundations of Mathematics (3 s.h.)

Corequisite or prerequisite: Math 321. The axiomatic method, sets and functions, methods of proof, a little history and philosophy of mathematics.

324. Abstract Algebra (3 s.h.)

Prerequisite: Math 322. Methods of proof, an introduction to group theory, and a survey of other algebraic structures. Alternate years.

325. Abstract Algebra II (3 s.h.)

Prerequisite: Math 324. Rings and fields. A complete study of polynomial rings. Offered on demand.

341. Ordinary Differential Equations (3 s.h.)

Prerequisite: Math 242. Methods of solving first order differential equations: separable homogeneous, exact, etc. The theory and applications of linear differential equations including power series methods.

351. Mathematics for K-6 Teachers (3 s.h.)

Prerequisite: Math 107. Problem-solving techniques, the foundations of arithmetic (structures and number systems), and number theory will be extensively studied from the point of view of the professional elementary teacher of mathematics. May not be used for major or minor credit in the Department of Mathematics.

352. Geometry for K-6 Teachers (3 s.h.)

Prerequisite: Math 351. A course designed for elementary teachers of mathematics. The emphasis will be on the foundations of geometry and the understanding of basic geometrical concepts of two and three dimensions. Many concepts are developed with the use of geometric constructions. Measurements using various units will be examined with emphasis on the metric system. May not be used for major or minor credit in the Department of Mathematics.

380. Mathematics for Secondary Teachers (3 s.h.)

Prerequisite: Math 241. A course designed for the Mathematics Major with Teacher Certification. The course should be taken the Spring Semester of the Junior Year. Topics from pre-calculus, calculus, geometry, probability, and statistics. Topics from the history of mathematics will be integrated into the course. May not be used for regular Math Major or Math Minor credit.

390. History and Philosophy of Mathematics (3 s.h.)

Prerequisite: Math 241. A look at mathematics from early Babylonian to modern times. Consideration will be given to the

cultural context in which certain mathematical ideas developed. Offered on demand.

401. Senior Seminar (2 s.h.)

Prerequisite: Senior standing. A study of topics designed to review the mathematics program and gain a deeper appreciation of mathematics.

410. Independent Study (Credit to be determined)

Prerequisite: Consent of the instructor. Material will be chosen to suit the needs of the individual student and will be of a more advanced nature than that ordinarily covered. Topics can be chosen in an area of particular interest to the student.

441. Introduction to Real Analysis (3 s.h.)

Prerequisite: Math 322. An introduction to real analysis. The theory and foundations of limits, derivatives, and integrals. Proofs of the elementary theorems of calculus. Alternate years.

Modern Languages

Students may meet the formation Core Curriculum requirement for Communicating across Cultures (6 s.h.) through any of the following options. All individual options are subject to approval by the Academic Office.

A. High School and College Transfer Credit Options

1. Three years of the same high school-level second language with a final grade of C or 80 (or better) in the final course. This option carries no college course credit.
2. Two semesters of the same college-level second language (ancient or modern) with grades of C or better in each course. The Registrar's Office approves transfer credit from accredited two-year or four-year institutions. This option carries course credits as elective hours.
3. One semester of study abroad. Grades earned must be C or better. This option carries course credits as elective hours.

B. Proficiency-Based Assessment Options

Options earning course credits:

1. Score of 4 or 5 on an Advanced Placement (AP) Foreign Language Test. This option carries three hours of college course credit.
2. Score of 5 on an International Baccalaureate (IB) Higher Level Foreign Language Exam. This option carries three hours of college course credit.
3. Score of 50 or higher on a CLEP Foreign Language Exam. This option carries three hours of college course credit.

Options earning NO course credits:

4. Score of 500 or higher on an SAT Foreign Language Subject Test. This option carries no college course credit.
5. Score of at least novice-high on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview. This option carries no college course credit.
6. Score of Pass (satisfactory performance) on the Brigham Young Foreign Language Assessment Test (BYU FLAT). This option carries no college course credit.
7. Documentation of pre-college education satisfactorily completed in a school where English

was not the language of instruction. Such documentation must be verified (at cost to the student) by a third-party agency specified by the College. This option carries no college course credit.

C. Cross-Cultural Studies Options

Students may choose one of the following cross-cultural studies options:

1. One course in an ancient or modern language plus one cross-cultural studies course, listed below.
2. Two cross-cultural studies courses, listed below.

Students choosing a cross-cultural studies option for the Communicating across Cultures requirement may not also use those courses to satisfy another Core Curriculum requirement.

All of the courses below, approved as cross-cultural studies options, include requirements emphasizing verbal skills (e.g., a research paper and/or oral presentation). Each of these courses carries 3 semester hours of course credit.

I. Communicating Clearly and Creatively

Introduction to Theater Arts: EN 223

II. Analyzing Information Logically and Quantitatively

Macroeconomics: BA 221

III. Responding to the Human Story

Survey of World Literature I: EN 215

Survey of World Literature II: EN 216

Medieval Literature: EN 300

Literature for Young Adults: EN 309

Modern Drama: EN 318

Art History I: AR 250

Art History II: AR 255

Recent European History: HS 314

Modern Political Philosophy: PO 307

History of Western Philosophy I: PL 251

History of Western Philosophy II: PL 252

Music History c. 1715-1915: MU 204

IV. Developing a Lifestyle for Wholeness

Social Problems: SO 201

V. Engaging Society as Neighbor and Citizen

Introduction to Global Health: BG 230

World Religions: BR 354

Latin America in Modern Times: HS 230

Chinese History: HS 260

Africa in Modern Times: HS 270

Introduction to International Relations: PO 113

Introduction to Sociology: SO 101

VI. Seeking Faithful Understanding

Poverty, Diversity, Service: ED 310

The Holocaust: HS 250

VII. Other Catalog Courses (Not part of the Core Curriculum)

Children's Literature: ED 406

Russian History: HS 480

Introduction to Comparative Politics: PO 114

Race and Ethnic Relations: PY 215

Travel Course: TC 200

This list of courses is subject to change as determined by Faculty approval.

Music

Professors Caldwell, Timms (Chair), Hicks

The Department of Music offers course work leading to a Bachelor of Arts degree in music with concentrations in performance and church music, and a Bachelor of Science degree in music education with an emphasis in either choral or instrumental music. Uniquely designed concentrations are available.

The music major for the Bachelor of Arts degree consists of: Music 090 (each semester), 101, 102, 105, 106, 204, 205, 206, 207, 208, 209, 310, 370 (or equivalent approved project), ensemble(s) each semester, appropriate applied study and either nine semester hours of approved music electives or a concentration in PERFORMANCE or CHURCH MUSIC. It is recommended that all music majors and minors enroll in 110 in their first semester. General majors are required six semesters of applied study (with at least four at the 200-level). Performance concentrates are required eight semesters of applied study (with at least two at the 200-level and four at the 300-level) plus 406 or 407, and 470. Church Music concentrates are required eight semesters of principal applied study (at least the last six of which must be at the 200-level or higher), two semesters of secondary applied study in keyboard or voice (at the 100-level or higher), and 211, 212, 403, 404, a church music externship, and Bible 312 or 325.

The K-12 music education major for the Bachelor of Science degree has the same admission standards as all other education programs at the college. (See Education section listed earlier in this catalog regarding the gate system administered by the Department of Education.) Course requirements for the music education major are: MU 074, MU 075, MU 077, MU 078, MU 090 (seven semesters), MU 110, MU 101, MU 102, MU 105, MU 106, MU 179, MU 204, MU 205, MU 206, MU 207, MU 208, MU 209, MU 218, MU 219, MU 303, MU 304, MU 420, MU 421; applied study of major instrument (seven semesters—four at the 100-level, three at the 200-level, and the MU 370 degree recital), music ensemble (seven semesters), MU 403 and MU 404, MU 425, ED 202, ED 210, SE 212, SE213, ED 300, ED 408, ED 416, ED 418; Choral Emphasis students are required MU 216; Instrumental Emphasis students are required MU 217.

Other concentrations proposed by students with faculty assistance may be pursued if approved by the music faculty and the Provost of the College.

A minor in music consists of Music 101, 102, 105, 106, six semesters of applied study at the 100-level or higher (together with Music 090 each semester), ensembles, and any of the following: Music 204 (with co-requisite 208), 207, 209, or another music elective approved by the department.

A minor in music studies consists of Music 101, 102, 105, 106, two semesters of keyboard study (Music 074-075/174-175, or 081/181 or 082/182 as appropriate), MU 090 every semester, and 12 hours of music electives drawn from the following: Music 204 (with co-requisite 208), 207, 209, 210, 211, 212, 305, and 310, or another music elective approved by the department.

Piano proficiency is required of all majors. Proficiency requirements are determined and monitored by the Director of Keyboard Studies. Students are expected to enroll in piano until proficiency is attained. See the Department of Music Handbook for specific standards.

Music (MU)

041. Opera Workshop (0 s.h.)

A laboratory course in opera performance and production. Participation by audition. Opera workshop does not count toward music ensemble hours; however, up to two hours of opera workshop can count toward the music major elective hours. Pass/Fail.

090. Performance Seminar (0 s.h.)

Weekly departmental master classes. Students enrolled in this course attend on-campus musical and fine arts performances. Required of all music majors and minors who are enrolled in Applied Music for one to three semester hours credit. See the Department of Music Handbook for specific requirements. Pass/Fail.

101. Music Theory I (3 s.h.)

Prerequisite: 105 and 110 (or passing proficiency exam in music fundamentals). Basic elements of music, including intervals, scales, triads, and seventh chords, as well as typical harmonic progressions and voice leading practices.

102. Music Theory II (3 s.h.)

Prerequisite: 101. Corequisite: 106. Intermediate level musical elements, including secondary dominants, modulation, borrowed chords, and Neapolitan chords, augmented sixth chords, and enharmonicism.

105. Aural Skills I (1 s.h.)

Basic sight-singing skills, as well as melodic, harmonic, and rhythmic dictation.

106. Aural Skills II (1 s.h.)

Prerequisite: 105. Elementary sight-singing skills, as well as melodic, harmonic, and rhythmic dictation.

110. Music Fundamentals and Keyboard Skills (2 s.h.)

Corequisite 105. A course designed to prepare students for MU 101 by solidifying the rudiments of music, and to introduce specific basic keyboard skills. May be exempted by proficiency exam.

141. Opera Workshop (1 s.h.)

A laboratory course in opera performance and production. Participation by audition. Opera workshop does not count toward music ensemble hours; however, up to two hours of opera workshop can count toward the music major elective hours.

203. Introduction to Music (3 s.h.)

Introduction to music, explanation of its elements, and historical overview of the great composers. Students in this course experience a variety of musical styles by listening to recordings and attending live on-campus concerts.

204. Music History c. 1715-1915 (3 s.h.)

The history of Western Music in its social context from the early eighteenth century until World War I, with a special focus on the relationship between composers and paying audiences.

205. Aural Skills III (1 s.h.)

Prerequisite: 106. Intermediate sight-singing skills, as well as melodic, harmonic, and rhythmic dictation.

206. Aural Skills IV (1 s.h.)

Prerequisite: 205. Advanced sight-singing skills, as well as melodic, harmonic and rhythmic dictation.

207. History & Analysis—The Rise of Counterpoint (3 s.h.)

Prerequisite: 101. The history of Western Music from the earliest transmission of liturgical chant through the development of polyphony to c. 1700; a practical study of counterpoint in two, three, and four voices.

208. Tonal Analysis c. 1715-1915 (1 s.h.)

Prerequisite: 101; co-requisite: 204. Extensive harmonic and formal analysis of representative works; analysis of increasing harmonic ambiguity and chromaticism.

209. History & Analysis—An Age of Crisis (3 s.h.)

Prerequisites: 101, 102. The history of Western Music from c. 1900 to the present day, taking into account global musical influences and popular music. Twentieth century compositional and analytical methods are explored in depth.

210. Diction and Vocal Pedagogy (3 s.h.)

This course explores the basics of vocal pedagogy, including anatomy and mechanics, diagnosis and correction of common vocal problems, and vocal teaching philosophies. The diction portion focuses on gaining fluency in the International Phonetic Alphabet and the pronunciation of German, French, and Italian diction.

211. History of Sacred Music (3 s.h.)

A historical survey of the church's music from Bible times to the present, focusing on the congregation's experience of church music, especially congregational song. Offered on demand.

212. Church Music Methods and Materials (2 s.h.)

Practical skills required of church musicians such as graded choir methods and materials, planning and selecting choral music, administration of a church music program, staff relations, keyboard improvisation and conducting, and developing resumes for job application. Offered on demand.

215. Music and Politics (3 s.h.)

An interdisciplinary exploration of the intersection of the arts and society. Topics will include the role of the arts (and music specifically) in the polis; the political ramifications of artistic statements; the uses of music to build community and solidarity; the sometimes uneasy relationship between the arts and power; and the respective limits of each domain and of each discipline. Offered alternate years. Cross listed PO 215.

216. Choral Music Pedagogy and Literature (3 s.h.)

Prerequisite: Permission of instructor. This course investigates the pedagogical approaches to enhancing tone, blend, balance and intonation within the choral ensemble. It incorporates a survey of standard and new choral literature in practical context of concert programming for a broad range of choral ensembles and performance situations. Choral music sources, performance practice and conducting issues, as well as music administration concepts unique to a choral ensemble are explored.

217. Instrumental Music Pedagogy and Literature (3 s.h.)

Prerequisite: Permission of instructor. This course investigates the pedagogical approaches to enhancing tone, blend, balance and intonation within the instrumental ensemble. It incorporates a survey of standard and new instrumental literature in practical context of concert programming for a broad range of instrumental ensembles and performance situations. Instrumental music sources, performance practice and conducting issues, as well as music administration concepts unique

to an instrumental ensemble are explored.

218. Instrumental Methods- Brass and Woodwinds (1 s.h.)

Prerequisite: Permission of instructor. This course provides music students with experiences, methods, and techniques for instrumental music instruction and a fundamental knowledge of and proficiency on woodwind and brass instruments.

219. Instrumental Methods- Strings and Percussion (1 s.h.)

Prerequisite: Permission of instructor. This course provides music students with experiences, methods, and techniques for instrumental music instruction and a fundamental knowledge of and proficiency on percussion, and string instruments.

241. Opera Workshop (2 s.h.)

Prerequisite: Permission of the Department; successful audition for significant role. A laboratory course in opera performance and production. Participation by audition. Opera workshop does not count toward music ensemble hours; however, up to two hours of opera workshop can count toward the music major elective hours.

244. Special Topics in Music (1-2 s.h.)

Opportunity to study some aspect of music theory, music production, or music performance. Specific course topics will vary according to faculty expertise and student interest.

303. Elementary Music Methods and Materials (3 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisite: MU 304. This course prepares prospective general track music specialists for all aspects of the role including curriculum design and the incorporation of a wide variety of methodologies into classroom instruction. The course contains goals for development of specific teaching skills, including classroom management, techniques and materials to support the role of the elementary/general music teacher. A field experience component and peer teaching is required. This course is a REQUIREMENT for all music education majors.

304. Field Experience in Teaching Elementary Music (1 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisite: MU 303. This course provides 25 hours of practical experience in the methods and techniques of teaching elementary music education. Students who wish to be certified to teach must have practical experiences at the elementary, middle, and senior high school levels, as well as in special education. This course meets the requirement for grades K-5. Additional field experiences will be provided through ED 202, ED 418, SE 213, and MU 420.

310. Research and Criticism (3 s.h.)

Prerequisites: 207, 208, and 209. The capstone seminar in the music major, developing the student's abilities to perceive and communicate musical information. Among a variety of written assignments across a broad repertoire, each student prepares a final independent research project/term paper.

403. Conducting I (2 s.h.)

Prerequisite: 102. An introduction to basic techniques of conducting, including conducting patterns, preparatory gestures, posture, releases, subdivision of beats, dynamics, and cues. Elementary score reading terms and skills. Alternate years.

404. Conducting II (2 s.h.)

Prerequisite: 403. A continuation of conducting gestures with more advanced techniques including mixed meter, independence of hands, phrasing, cues, and releases. Score study, including instrumental transpositions, rehearsal techniques, and planning is emphasized. Alternate years.

406. Literature of the Instrument (3 s.h.)

A study of the literature for the voice, piano, organ, or wind, or string instrument. Offered on demand.

407. Piano Pedagogy and Literature (3 s.h.)

This course will introduce students to a wide variety of piano teaching methodologies for beginner-intermediate level pianists, and students will gain valuable experience observing piano lessons and practice teaching. A comprehensive survey of keyboard literature from the pre-Baroque to the present is also included.

410. Independent Study (Credit to be determined)

Advanced work on an individual basis under the direction of a member of the music faculty, evidence of the quality and extent of such work to be demonstrated by the presentation of a paper, lecture-recital, composition, or the like.

420. Middle and Secondary Music Methods and Materials (3 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisite: MU 421. Middle and Secondary Music Methods is a comprehensive study in materials, techniques, methods, and problem-solving strategies for the teacher of choral/instrumental music in the public schools. Instruction focuses primarily on pedagogical methods and assessments appropriate for both performance based music classes (choral and instrumental) and non-performance based music classes. Additional instruction and assignments address philosophy of music education; lesson, unit, and curriculum planning; and cultural issues. A field experience component and peer teaching is required. This course is a REQUIREMENT for all music education majors.

421. Field Experience in Teaching Middle and Secondary Music (1 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisite: MU 420. This course provides 25 hours of practical experience in the methods and techniques of teaching middle and secondary music education. Students who wish to be certified to teach must have practical experiences at the elementary, middle, and senior high school levels, as well as in special education. This course meets the requirement for grades 6-12. Additional field experiences will be provided through ED 202, ED 418, SE 213, and MU 304.

425. Music Education Student Teaching (10 s.h.)

Prerequisites: All general education courses and all content courses in music education, Admission to Teacher Education Program, Maintenance of Good Standing, and Acceptance to Student Teach. Corequisite: ED 408. Student teaching is the culminating experience in music education. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover) in a K-12 Music Education setting. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the campus supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up, or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Attendance at various seminars is required. Fee required.

444. Special Topics in Music (3 s.h.)

An elective for advanced students in music. Opportunities to explore in depth some aspect of music theory, music history and literature, or composition. Specific course topics will vary according to student/teacher interests.

Applied Music (MU)

Music majors must elect a primary applied music area in which study should proceed each semester of enrollment. Secondary applied areas are required of church music majors (two hours). Minors must

elect a primary applied area and should study in that area for six semesters. Music majors and minors are required to enroll in Music 090 (Performance Seminar) for the duration of their applied study.

Non-majors wishing to receive college credit for applied study must have the approval of the music faculty. Non-majors may credit a maximum of eight semester hours in applied music toward graduation.

Jury examinations are required each semester of music majors and in the spring semester for music minors and Music Scholarship recipients. A Sophomore Review will take place at the end of the student's fourth semester, at which point music majors will be examined by the music faculty and advised of their fitness for continued study in music. For more information on applied study, jury examinations and sophomore review, see the Department of Music Handbook.

Applied instruction may be offered in any instrument in which the college has sufficient demand to merit faculty. Study in historical (harpsichord, recorder, clavichord) or vernacular (banjo, jazz guitar, etc.) instruments, when available, do not count toward a Performance concentration.

All applied lessons entail an additional lab fee.

Non-credit Level One half-hour lesson per week. Prerequisite: permission of the instructor (unless otherwise noted).

080. Applied Music: VOICE (0 s.h.)

081. Applied Music: PIANO (0 s.h.)

082. Applied Music: ORGAN (0 s.h.)

083. Applied Music: CLASSICAL GUITAR (0 s.h.)

084. Applied Music: STRINGS (0 s.h.)

085. Applied Music: WOODWINDS (0 s.h.)

086. Applied Music: BRASS (0 s.h.)

087. Applied Music: PERCUSSION (0 s.h.)

088. Applied Music: VERNACULAR INSTRUMENTS (0 s.h.)

Prerequisite: approval by music department chair.

089. Applied Music: HISTORICAL INSTRUMENTS (0 s.h.)

Prerequisite: approval by music department chair.

Beginning Guitar

173. Guitar Class I (1 s.h.)

Introduction to and development of foundation skills for guitar. Offered on demand.

Beginning Piano/Keyboard Proficiency

074. Piano Class I (0 s.h.)

Introduction to and development of foundation skills for keyboard instruments. Pass/Fail.

075. Piano Class II (0 s.h.)

Prerequisite: permission of instructor. Continuation of MU 074/174, emphasizing basic keyboard skills and the development of facility at the piano. Pass/Fail.

077. Piano Class III (0 s.h.)

Prerequisite: MU 075/175. Continuing development of piano fluency.

078. Piano Class IV (0 s.h.)

Prerequisite: MU 077. Development of independence at the keyboard.

174. Piano Class I (1 s.h.)

Introduction to and development of foundation skills for keyboard instruments.

175. Piano Class II (1 s.h.)

Prerequisite: permission of instructor. Continuation of MU 074/174, emphasizing basic keyboard skills and the development of facility at the piano.

176. Keyboard Skills and Proficiency (1 s.h.)

Prerequisite: Elementary or intermediate level of piano proficiency. A course designed to cover all the piano proficiency requirements for music majors. (Not for beginning piano students.)

179. Piano Accompanying (1 s.h.)

Prerequisite: MU 075/175 or keyboard fluency. This course prepares prospective music specialists in the techniques used for accompanying general music students, choirs or instrumentalists on the piano. The course contains goals for the development of collaborative music-making skills at a level sufficient for classroom instruction.

Secondary/Minor Level: One half-hour lesson per week; corequisite Music 090.

180. Applied Music: VOICE (1 or 0 s.h.)

181. Applied Music: PIANO (1 or 0 s.h.)

182. Applied Music: ORGAN (1 or 0 s.h.)

183. Applied Music: CLASSICAL GUITAR (1 or 0 s.h.)

184. Applied Music: STRINGS (1 or 0 s.h.)

185. Applied Music: WOODWINDS (1 or 0 s.h.)

186. Applied Music: BRASS (1 or 0 s.h.)

187. Applied Music: PERCUSSION (1 or 0 s.h.)

188. Applied Music: VERNACULAR INSTRUMENTS (1 or 0 s.h.)

Prerequisite: approval by music department chair.

189. Applied Music: HISTORICAL INSTRUMENTS (1 or 0 s.h.)

Prerequisite: approval by music department chair.

Major Level: One hour lesson per week; corequisite Music 090. Prerequisite to begin major-level study: approval by music department chair, with at least one semester of Music 090.

280. Applied Music: VOICE (2 s.h.)**281. Applied Music: PIANO (2 s.h.)****282. Applied Music: ORGAN (2 s.h.)****283. Applied Music: CLASSICAL GUITAR (2 s.h.)****284. Applied Music: STRINGS (2 s.h.)****285. Applied Music: WOODWINDS (2 s.h.)****286. Applied Music: BRASS (2 s.h.)****287. Applied Music: PERCUSSION (2 s.h.)****288. Applied Music: VERNACULAR INSTRUMENTS (2 s.h.)****289. Applied Music: HISTORICAL INSTRUMENTS (2 s.h.)**

Performance Concentration Level: Two hour lessons per week; corequisite Music 090. Prerequisite to begin concentration-level applied study: approval by music department at Sophomore Review.

380. Applied Music: VOICE (3 s.h.)**381. Applied Music: PIANO (3 s.h.)****382. Applied Music: ORGAN (3 s.h.)****383. Applied Music: CLASSICAL GUITAR (3 s.h.)****384. Applied Music: STRINGS (3 s.h.)****385. Applied Music: WOODWINDS (3 s.h.)****386. Applied Music: BRASS (3 s.h.)****387. Applied Music: PERCUSSION (3 s.h.)****388. Applied Music: VERNACULAR INSTRUMENTS (3 s.h.)**

Co-requisite: Music 090. Prerequisite to begin advanced applied study: program approval by music department.

389. Applied Music: HISTORICAL INSTRUMENTS (3 s.h.)

Co-requisite: Music 090. Prerequisite to begin advanced applied study: program approval by music department.

Recitals

070. Recital (0 s.h.)

Co-requisite: 100- or 200- level applied study; permission of the music faculty. Fee required. Pass/Fail.

370. Recital (1 s.h.)

Co-requisite: 200-level applied study and permission of music faculty. Fee required.

470. Recital (2 s.h.)

Co-requisite: 300-level applied study and permission of music faculty. Fee required.

Ensembles

Majors must participate in at least one major ensemble each semester. Students receiving scholarship aid will participate in ensembles at the direction of the faculty in music. A maximum of eight hours in ensembles can be credited toward the 124 hours required for graduation.

012. Choraleers (0 s.h.)

The Choraleers is the select, mixed-voice ensemble of Erskine College. The ensemble performs literature from all major musical periods, concentrating on but not limited to sacred literature. It performs on and off campus and tours annually. Participation is by audition. Pass/Fail.

013. Chamber Singers (0 s.h.)

Chamber Singers consists of a smaller select group of singers that performs vocal chamber music. Literature is taken from all major musical periods and includes madrigals, part songs, Renaissance motets, and vocal jazz. The ensemble rehearses two hours per week, and participation is by audition. Pass/Fail.

014. Bella Voce (0 s.h.)

Bella Voce is an ensemble open to any female student of the College or Seminary dedicated to performing literature for treble voices. The ensemble will perform literature from all major historical periods including sacred and secular works. The ensemble performs on and off campus several times each semester. An audition for voice placement only is required. Pass/Fail.

042. Accompanying (0 s.h.)

Accompanying is open to students who are taking piano lessons. Each accompanying student will be assigned to a few vocal and/or instrumental students and will be required to perform with them and to attend a certain number of their lessons. Audition is required to register. Pass/Fail.

043. Sinfonia (0 s.h.)

Sinfonia is the select instrumental ensemble of Erskine College. It offers string, wind, and percussion players an opportunity to rehearse and perform classical literature. Audition is required to register. Pass/Fail.

044. Chamber Music (0 s.h.)

Chamber Music is open to students who participate in one of Erskine College's instrumental ensembles. Enrollment in Sinfonia and an audition for a specific chamber ensemble are required to register. Pass/Fail.

045. Jazz Band (0 s.h.)

Audition is required to register. Pass/Fail.

112. Choraleers (1 s.h.)

The Choraleers is the select, mixed-voice ensemble of Erskine College. The ensemble performs literature from all major musical periods, concentrating on but not limited to sacred literature. It performs on and off campus and tours annually. Participation is by audition.

113. Chamber Singers (1 s.h.)

Chamber Singers consists of a smaller select group of singers that performs vocal chamber music. Literature is taken from all major musical periods and includes madrigals, part songs, Renaissance motets, and vocal jazz. The ensemble rehearses two hours per week, and participation is by audition.

114. Bella Voce (1 s.h.)

Bella Voce is an ensemble open to any female student of the College or Seminary dedicated to performing literature for treble voices. The ensemble will perform literature from all major historical periods including sacred and secular works. It performs on and off campus several times each semester. An audition for voice placement only is required. Letter grade.

142. Accompanying (1 s.h.)

Accompanying is open to students who are taking piano lessons. Each accompanying student will be assigned to a few vocal and/or instrumental students and will be required to perform with them and to attend a certain number of their lessons. Audition is required to register. Letter grade.

143. Sinfonia (1 s.h.)

Sinfonia is the select instrumental ensemble of Erskine College. It offers string, wind, and percussion players an opportunity to rehearse and perform classical literature. Audition is required to register.

144. Chamber Music (1 s.h.)

Chamber Music is open to students who participate in one of Erskine College's instrumental ensembles. Enrollment in Sinfonia and an audition for a specific chamber ensemble are required to register. Letter grade.

145. Jazz Band (1 s.h.)

Audition is required to register. Letter grade.

Nursing (See p. 55)

Philosophy (See Bible, Religion, and Philosophy)

Physical Education (See Education)

Physics (See Chemistry and Physics)

Pre-dentistry (See p. 71)

Pre-medicine (See p. 71)

Pre-veterinary medicine (See p. 71)

Psychology and Sociology

Professors Elsner, Van Scoy (Chair)

Psychology Major

The Psychology major presents psychology as a science and requires of each student an understanding of research findings as well as their principal applications and ramifications. Each student is required to develop skills in the critical evaluation of systems employing psychological principles or procedures. The students are encouraged to acquire an appreciation of a broad range of psychological disciplines ranging from physiological studies to socially organized behavior. The

curriculum is designed to prepare graduates for study towards advanced degrees, or as entry level professionals in psychology.

Erskine's Psychology Department offers plans of study leading to either a Bachelor of Arts (B.A.) degree or a Bachelor of Science (B.S.) degree.

Graduates of the B.A. program have gone on to graduate study in applied areas such as clinical or counseling psychology, developmental psychology, clinical social work, and public health, as well as diverse fields such as law school, business school, nursing school, or entrepreneurship, as well as entry level positions in a variety of other careers. Requirements for this degree are 30 hours in psychology to include 201, 306, 310, 312, and 405.

The B.S. program provides a broad-based preparation in psychology and adds a more intensive quantitative and research orientation. Thus, it is designed to prepare graduates for entry into more research based graduate programs as well as other graduate programs and careers that emphasize quantitative and scientific methods. Requirements for this degree are 36 hours in psychology to include 201, 306, 310, 312, 313, 314, and 405. The student must earn minimum grades of B (3.0) in PY 201, PY 310, and PY 312 (or have the approval of the department), and have an overall GPA of 2.5 in psychology courses taken at Erskine. Additional requirements are BG 210, a choice of either BG 101 or BG 110, and a choice of either CH 105 or CH 101. Also encouraged are additional courses in biology, chemistry, information technology, and mathematics.

Psychology Minor

A minor in psychology consists of 15 hours in psychology beyond Psychology 201.

Family Studies Minor

The Family Studies minor examines the development of individuals and families throughout the life span. The minor consists of: SO 202, SO 303, SO 330, SO 407, and either SO 350 or PY 313.

Psychology Honors Program

The Psychology Department Honors Program provides special opportunities for gifted students, including a Senior Honors seminar and research in collaboration with faculty members. Students will be accepted for the Honors program at the end of the second semester of their junior year, with special exceptions during the first two years of the program to allow for current students to enter. Requirements for entrance are 1) Overall GPA of 3.3 or higher, 3.6 within Psychology courses attempted, including no grades below "C" in the Department; 2) an honors thesis developed from the PY 312 research project; and 3) formal or informal evidence of being a superior student. The third requirement may be in the form of letters of support and other documentation of exemplary service and scholarship, or in the form of a portfolio of action and activities elucidating the attainments of the student. Honors students must take PY 313 (Developmental Psychology) and PY 314 (Learning and Motivation). The Psychology (Honors) Seminar, PY 407, must be taken in the spring semester of the senior year. Statistics and research methods courses must be completed by the end of the student's junior year.

Psychology (PY)

201. General Psychology (3 s.h.)

An introduction to the science of psychology. Selected topics from biological bases; developmental, personality, and psychometric concepts; learning, sensation, perception, thinking, motivation, emotion; frustration; mental health; and social factors.

208. Theories of Personality (3 s.h.)

A study of the major theories, concepts, and research in the field of personality. Attention will be given to the organization, dynamics, development, and assessment of personality. It is the goal of the course to present these materials in a manner that will allow the students to recognize, understand, and become aware of how the various theories emphasize different factors including biological, social, unconscious, cognitive, social, and evolutionary perspectives. Students will be expected to compare and contrast the major theoretical modes of personality development as well as relevant research findings and to demonstrate college level thinking and writing skills.

215. Race and Ethnic Relations (3 s.h.)

Prerequisites: SO 101 or PY 201. This general survey course will focus on psychosocial concepts pertaining to the multicultural diversity in human life and experience. Culture, society, and personality are studied within the framework of social institutions with emphasis on: a) defining key concepts associated with the study of race and ethnicity; b) discussing the dynamics of prejudice and discrimination and how negative attitudes and images of racial and ethnic minorities are maintained; c) debating controversial social and public policy issues; and d) applying key course ideas to racial and ethnic relations. Offered on demand.

220. Psychology of Religion (3 s.h.)

Prerequisite: PY 201 or permission of instructor. This course serves as an introduction to the major issues, theories and empirical approaches to the psychology of religion, using critical analysis of both classic and modern texts. The course illuminates the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions and behaviors, and can influence their interactions on both interpersonal and intergroup levels.

230. Happiness, Christ, and The Real Good Life (3 s.h.)

Our worldview can predict how we handle happiness. This course addresses the issues of Christian and other worldviews and how they influence how people can live better lives. Topics will be grounded in scholarly and scriptural approaches to happiness, positive psychology, cognitive biases, and meaningful career selection. Discussion of psychological insights into living the gospel through protecting the environment, improving education, promoting charitable giving, and inspiring healthier lifestyles. Students will practice strategies taught in the course to promote their own positive behavior change.

250. Introductory Neuroscience (4 s.h.)

Prerequisite: PY 201. An investigation of the biological foundations of behavior with particular emphasis on the role of the nervous system. Neuroanatomy, neurophysiology, endocrinology, and genetic contributions to behavior will be introduced in this lab course. Weekly Lab. Fee Required.

260. Psychology of Emotion (3 s.h.)

Prerequisite: PY 201. Introduction to current theories and research on emotion and bodily feelings, with an emphasis on the links between emotion and cognition. Topics include theories of emotion, endocrinology, emotional regulation, expression and experience, the role of emotion in decision-making, and the relationship between emotion, motivation, and behavior. Offered on demand.

301. Addiction: Theories and Interventions (3 s.h.)

An overview of the problems associated with alcohol and drug abuse, the characteristics of the addictive personality, and the treatment approaches for dealing with alcohol and drug clients. (Cross-listed as SO 301.)

302. Cognitive Psychology. (3 s.h.)

Prerequisite: PY201. Contemporary theories of human information processing. Major topics include attention, mental

representations, categorization, short-term and long-term memory, psycholinguistics, reasoning, problem-solving, judgment, and decision making. Laboratory/research experience is included. Offered on demand.

303. Social Psychology (3 s.h.)

An examination of how individuals interact with other individuals and groups. The course covers such topics as affiliation, personal attraction, attitudes and attitude change, person perception, group behavior, conformity, and altruism. (Cross-listed as SO 303.)

304. Group Processes (3 s.h.)

Prerequisite: Consent of the instructor. A study of the factors operating in small group interactions. The emphasis is on awareness and sharing of immediate personal and interpersonal experience in a climate that encourages experimentation, learning, understanding, and insight. A human relations laboratory approach will be used along with readings and projects.

306. Abnormal Psychology (3 s.h.)

A study of the description, causation, and treatment of a wide range of abnormal behaviors according to different theoretical approaches.

307. Industrial-Organizational Psychology (3 s.h.)

Prerequisite: 201. The examination of the principles of psychology significant and basic to a coverage of personnel and industrial psychology.

309. Tests and Measurements (4 s.h.)

Prerequisite: 201. A study of the essentials of psychological testing and educational measurement pertinent to the appraisal of the individual, including practical exposure to more frequently used individual and standardized tests in the schools, colleges, and helping agencies. Three lecture periods and one laboratory session.

310. Introduction to Psychological Statistics (4 s.h.)

Prerequisites: PY 201 and MA 205, or consent of instructor. Introduction to classical and computer-aided statistics with application to experimental design in the behavioral sciences. Designed to provide introduction and background for the course experimental psychology. Three hours lecture; one laboratory session. Fee required.

312. Experimental Methodology (4 s.h.)

Prerequisites: PY 201 and 310. An introduction to the traditional content of experimental psychology with accent on the experimental approach and methodology and with supporting laboratory work. Designed for psychology majors. Three hours lecture; one laboratory session. Fee required.

313. Developmental Psychology (3 s.h.)

Prerequisite: 201. A study of the descriptions and explanations of developmental changes in behavior as a result of the interaction between heredity and experience. The lifespan development of behaviors such as sensory, motor, intellectual, and emotional are examined in a variety of species with particular emphasis on humans.

314. Learning and Motivation (3 s.h.)

Prerequisite: PY 201. This course covers the biological and psychological principles and theories of learning and motivation in human and non-human species. The course will include an examination of learning principles as applied to behavior change in a variety of settings. Covered topics will include: homeostasis and the endocrine system, classical conditioning, operant conditioning, comparative cognition, observational learning, and behavior modification.

315. Sport Psychology (3 s.h.)

Prerequisite: PY 201. An introduction to the field of sport psychology, with a focus on psychological interventions in sport.

316. Professional Psychology (3 s.h.)

Prerequisites: PY 201, 306 and permission of instructor. An introduction to the professional practice of psychology. Students will learn to recognize the characteristics of individuals with select mental disorders, investigate some of the biopsychosocial etiology of these disorders, and become familiar with the various treatment modalities that are currently employed with such individuals. The course will require a minimum of 100 clock hours of supervised observation/participation at a community mental health agency. Pass/Fail.

317. Forensic Psychology (3 s.h.)

Prerequisite: PY 201. An introduction to the relationship between psychology and the law. An examination of the potential roles for psychologists on many levels of the legal process, including jury selection, determining competency for trial, not guilty by reason of insanity, and malingering. Seminar format.

320. Sensation and Perception (4 s.h.)

Prerequisite: PY 201. This course investigates the sensory systems involved in vision, audition, gustation, olfaction, trigeminal stimulation, and haptics/somatosensory stimulation Receptor mechanisms, psychological methods, and selected perceptual phenomena will be discussed. Perceptual processing of sensory information will be elucidated, and laboratory work will provide integration of the various research methodologies. Fee required.

321. Social Gerontology (3 s.h.)

Prerequisite: PY 201. An in-depth study of the problems which affect the elderly in our society. The social, psychological, physical, economic and spiritual problems which affect the quality of life for the elderly will be examined. In addition, an exploration of the social role of the aged individual in social institutions such as the family and the church is taken.

330. Human Sexuality (3 s.h.)

A survey of the broad scope of human sexual development and expressions. Particular attention will be devoted to sexual development, sexual behavior over the life cycle, sexual variance, law, ethics, and cross-cultural perspectives. Sexual dysfunction and problems related to intimacy will also be considered. (Cross-listed as SO 330.)

350. Special Topics in Psychology (3 s.h.)

This course will offer opportunities to explore in-depth some aspect of psychology not dealt with in other regular catalog courses and will vary according to student/teacher interests.

400. Psychology Internship (3 s.h.)

Prerequisite: PY 201, 310, 306, 312, and permission of instructor. This course is designed to give students practical non-clinical work experience of at least 90 contact hours in the field of psychology, and will develop professional skills and understanding of theoretical bases for psychological application. Pass/fail.

401. Psychology and Law (3 s.h.)

Prerequisite: PY 201. Examines the legal system from the perspective of psychology methods and research, with foci on ethics and criminal law. Discusses dilemmas within the law and between the legal system and psychology with an emphasis on bias, memory, and eyewitness testimony. Offered on demand.

405. History and Systems of Psychology (3 s.h.)

Prerequisite: 201 and a minimum of nine semester hours in psychology. A consideration of historical backgrounds and trends in the development of modern psychology together with contemporary systems and schools arising therefrom. Primarily designed for advanced students to gain more mature perspective and review of whole field of psychology.

407. Senior Seminar (2 s.h.)

Prerequisites: 312, senior standing, psychology major. Senior seminar designed to consider in-depth the major issues and controversies in psychology. Required for Honors Students.

410. Independent Study (Credit to be determined)

Prerequisites: junior or senior status, psychology major, and consent of instructor. Guided independent research project. Literature review, submission of a proposal, execution of experiment, and written report are required.

416. Counseling (3 s.h.)

Prerequisite: PY201 & 306. Corequisite: 417. A study of the process, theories, and practical applications of psychological principles to counseling in a variety of professional settings.

417. Counseling Skills and Interventions (3 s.h.) Prerequisite: PY 201 & 306. Corequisite: 416. A practical course focusing on specific counseling skills such as active listening, discrimination of cognition and affect, therapeutic responding and interview management using role playing, audio and video taping and interpersonal feedback. Students will learn case conceptualization, treatment planning, goal setting, use of specific intervention strategies, and clinical writing.

420. Capstone Honors Research (3 s.h.)

Prerequisites: completion of 310 & 312, Senior Honors Standing, and permission of instructor. This capstone course is designed to further develop the individual research begun in PY310/312 and prepare the manuscript for publication in peer-reviewed scholarly journals. This is an intensive research course that will require significant time and intense work with the faculty members.

450. Psychopharmacology (3 s.h.)

Prerequisites: PY416/417. Principles and advanced concepts in basic and applied psychopharmacology as an aspect of holistic treatment. An overview of the neurobiological basis of brain dysfunction, with a focus on drugs used in the treatment of psychiatric and behavioral disorders as well as novel pharmacological approaches to treatment. Offered on demand.

Sociology (SO)

101. General Sociology (3 s.h.)

An overview of the basic concepts of sociology: culture, socialization, self-concept, groups, social stratification, collective behavior, social institutions and social change. Emphasis is placed on the relevance of sociology to the students' daily lives.

201. Social Problems (3 s.h.)

A survey of some of the major problems of modern societies; family, crime, religious conflicts, health care, war, pollution, etc.

202. Marriage and the Family (3 s.h.)

A sociological view of the institution of family which includes historical, cross-cultural, and cross-social class perspectives. Topics covered include the nature of the family, marital adjustment, sexual behavior, parenthood, alternate forms of marriage, and the future of the family.

215. Race and Ethnic Relations (3 s.h.)

Prerequisites: SO 101 or PY 201. This general survey course will focus on psychosocial concepts pertaining to the multicultural diversity in human life and experience. Culture, society, and personality are studied within the framework of social institutions with emphasis on: a) defining key concepts associated with the study of race and ethnicity; b) discussing the dynamics of prejudice and discrimination and how negative attitudes and images of racial and ethnic minorities are maintained; c) debating controversial social and public policy issues; and d) applying key course ideas to racial and ethnic relations. Offered on demand.

301. Addiction: Theories and Interventions (4 s.h.)

Prerequisite: SO 101 or PY 201. An introduction to the various theories pertaining to chemical and behavioral addictions. In addition, the course will address: clinical interventions, preventive strategies, impact upon individuals, families, communities, and society as a whole, as well as the impact of public policy pertaining to addiction. Utilizing a strengths-based perspective, biological, psychological, social, and spiritual factors will be considered as they relate to addiction issues. (Cross-listed as PY 301.)

303. Social Psychology (3 s.h.)

An examination of how individuals interact with other individuals and groups. The course covers such topics as affiliation, personal attraction, attitudes and attitude change, person perception, group behavior, conformity, and altruism. (Cross-listed as PY 303.)

330. Human Sexuality (3 s.h.)

A survey of the broad scope of human sexual development and expressions. Particular attention will be devoted to sexual development, sexual behavior over the life cycle, sexual variance, law, ethics, and cross-cultural perspectives. Sexual dysfunction and problems related to intimacy will also be considered. (Cross-listed as PY 330.)

350. Childhood and Adolescence (3 s.h.)

An in-depth study of the development of the infant through adolescence and the accompanying social changes. Particular attention will be paid to physiological, cognitive, and socio-emotional changes as they affect interaction with family, school, and community environments.

407. Family Theory (3 s.h.)

Prerequisite: A minimum of nine semester hours in sociology. The student will study the processes, components and methods of theory building. Theoretical orientations (e.g. exchange theory, role theory-symbolic interaction, and systems theory) will be explored as well as an overview of various contemporary theoretical concepts (e.g. mate selection, antecedents and consequences of marital timing, social processes, and social networks). Intensive readings and seminar reports.

410. Independent Study (Credit to be determined)

Studies of special topics by selected students. Preference will be given to field work and statistical studies. Research will be conducted in sociology or in related fields provided that the key variables are related to human social behavior.

Social Entrepreneurship and Innovation (EI) Minor

The Social Entrepreneurship and Innovation (EI) minor, housed in the Department of Psychology and Sociology, is a strongly interdisciplinary minor which empowers students to solve social problems at a systemic level using innovative, sustainable, scalable, and measurable approaches. A minor in Social Entrepreneurship consists of 18 hours: EI 400, EI 450 and one other course (3 Hours) focusing on the field of social entrepreneurship offered through the Sullivan Foundation Service and Social Entrepreneurship Institute or other approved Social Entrepreneurship programs, and one course each from the following three

groups 1) BA 201, BA 220, BA 221, BA 320, BA 333, BA 341; 2) BR 200, BR 375, PL 376, PL 377, PO 114, PO 222, ED 310; and 3) PY 303, PY 314, SO 201.

400. Social Entrepreneurship and Innovation Field Experience (3 s.h.)

Prerequisite: permission of instructor. This course is designed to give students practical work experience of at least 90 contact hours in the work of an organization that demonstrates social entrepreneurship through innovative and sustainable problem solving in the global community. Requirements include several essays and keeping a journal. Pass/Fail.

450. Executive Program in Social Entrepreneurship (3 s.h.)

This one week intensive class will be interactive and hands-on throughout the course. Regular participation will be a necessary component of this course for students to succeed. There will be a variety of sessions including lectures, guest speakers, roundtable discussions, book review sessions with interpretive analysis, and interactive group projects.

Social Studies (See History and Political Science)

Special Education (See Education)

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 Mr. P.W. Malphrus

Columbia, S.C.
 Myrtle Beach, S.C.
 Chester, S.C.
 Flat Rock, N.C.
 Woodruff, S.C.

2022

Dr. A.J. Broyles
 Mr. Marshall Davis III
 The Rev. D.P. Smith

Rock Hill, S.C.
 Laurens, S.C.
 Greensboro, N.C.

2023

The Rev. Stacey Cox
 Mr. R.G. McDonald
 The Rev. L.A. Shelnett

Gainesville, Ga.
 Greenville, S.C.
 Huntersville, N.C.

2024

Dr. John Bouwkamp
 The Rev. Alexander Campbell
 Mr. Michael Whitehurst

Silver Spring, Md.
 Anderson, S.C.
 Chapin, S.C.

New trustees to be announced after the meeting of the General Synod of the ARP Church (delayed because of the COVID-19 pandemic). Updated list will be available online.

Ex Officio**Moderator, ARP General Synod (2020-21)**

Dr. Rob Roy McGregor III
 Charlotte, N.C.

President, Erskine Alumni Association (2019-21)

Mr. Herb Jordan
 Due West, S.C.

Advisors to the Board**President, Erskine College**

Dr. Robert E. Gustafson

Provost of the College (Undergraduate Unit)

Dr. J. Thomas Hellams, Jr.

Provost of the Seminary (Graduate Unit)

Dr. Michael A. Milton

Vice President for Finance and Operations

Mr. Christian Habeger

Erskine Alumni Association Board of Directors 2020-21**President**

Herb Jordan '68
 Due West, S.C.

President-Elect

Phillip Cook '92
 Clinton, S.C.

Secretary

Zachary Davis '08
 Spartanburg, S.C.

Class of 2021

Patrick Davenport '90
 Chuck Evans '67
 William Frampton IV '03
 David Pendergrass '12
 Pete Savarese '16
 Anna Thies '16

Due West, S.C.
 Hendersonville, N.C.
 Canton, Mass.
 Simpsonville, S.C.
 Hilton Head, S.C.
 Fort Mill, S.C.

Class of 2022

Carolyn Borden '70
 Sanita Savage Cousar '77
 Alvin Lee Day '08
 Jim Moore '77
 Jess Richardson '15

Switzerland, Fla.
 Columbia, S.C.
 Vestavia Hills, Ala.
 Laurens, S.C.
 Greenwood, S.C.

Class of 2023

Sarah Dagenhart '82
 Jacob DeLuca '15
 Jennifer Gibson '96
 Maynard Pittendreigh '76, ETS '80
 Richard Taylor '69
 Justin Van Riperr '18

Rock Hill, S.C.
 St. Augustine, Fla.
 Greer, S.C..
 Orlando, Fla..
 Greenville, S.C
 Houston, Texas.

Flying Fleet Club President

Steve Southwell '80
 Rock Hill, S.C.

Administration

President's Office

Robert E. Gustafson, President

B.A., University of Virginia;
M.T.S., Gordon-Conwell Theological Seminary;
M.A., Columbia University Teachers College;
D.Min., Erskine Theological Seminary

Assistant to the President

Polly Jones

**Buck F. Brown Jr., Non-Discrimination Coordinator,
Title IX Coordinator**

B.S., M.Ed., Mississippi State University;
Ph.D. Candidate, Indiana University

Randall T. Ruble, President Emeritus (2006-2010)

A.B., Erskine College; B.D., Erskine Theological Seminary;
Th.M., Princeton Theological Seminary;
Ph.D., University of Edinburgh

John L. Carson, President Emeritus (1998-2005)

A.B., Erskine College; M.Div., Reformed Theological
Seminary; Ph.D., Aberdeen University

Academic Affairs

J. Thomas Hellams, Jr., Provost

A.B., Erskine College; M.A., M.Div., D. Min., The Southern
Baptist Theological Seminary

**Shane Bradley, Administrative Dean of the College,
Director of Writing Program**

B.A., Anderson College; M.A.T., Lander University;
M.Ed., Clemson University

Kala Overholt, Assistant to the Provost

B.A., Anderson University

Tracy M. Spires, Institutional Registrar

B.S., Anderson University

**Susan H. Nance, Administrative Assistant to the
Institutional Registrar****Jeanne N. Bell, Coordinator of Supplemental
Instruction**

A.B., Erskine College; M.A., Appalachian State University

Admissions

Timothy E. Rees, Dean of Enrollment Management

B.S., M.B.A., Ed.S., Ed.D., Liberty University

Kasey McNair, Director of Admissions

A.B., Erskine College

Kendra LaGreca, Visit Coordinator

B.A., Lander University

Bryce Pruitt, Data Coordinator

A.B., Erskine College; M.S., College of Charleston;
M.S., Clemson University

William Cooper, Admissions Counselor

A.B., Erskine College

**David Pendergrass, Accelerated Ministry Program
Counselor**

A.B., Erskine College

Amanda Pruitt, Admissions Counselor

A.B., Erskine College

Hunter Sells, Admissions Counselor

B.A., M.A., University of North Carolina-Charlotte

Tiona Thompson, Admissions Counselor

B.S., Erskine College

Advancement

**Paul Bell, Vice President for Advancement and
Alumni Relations**

A.B., Erskine College; M.A., Appalachian State University

**Luisa Chmielecki, Coordinator for Advancement
Services**

B.S., Eastern Connecticut State University

Jeanne N. Bell, Executive Assistant

A.B., Erskine College; M.A., Appalachian State University

Hope Crenshaw, Coordinator of Alumni Relations

A.B., Erskine College

Elizabeth Boyd, Director of Special Gifts and Events

B.A., University of the South

David Pendergrass, Church Relations Coordinator

A.B., Erskine College

Athletics

Mark L. Peeler, Director of Athletics

B.A., University of the South; M.A., Winthrop University

Rebecca B. Magee, LAT, ATC

Deputy Athletic Director, Senior Women's Administrator

B.S., Erskine College;
M.S., University of North Carolina-Greensboro

Andrew J. Wallace, Associate Athletic Director for Operations and External Relations

B.S., Erskine College; M.B.A., Arizona State University

Andrew Preston, Director of Sports Information

B.S., M.O.L., Trevecca Nazarene University

Ben Auten, Assistant Director of Sports Information

B.S., Texas Christian University

Jason Allen, Director of Golf, Head Men's Golf Coach

Class A PGA Professional
A.A., Horry Georgetown Technical College

Dylan Anderson, Head Track & Field/Cross Country Coach

B.A., North Greenville University

Wayne Anderson, Assistant Football Coach

B.A., Florida Atlantic University

A. Shapleigh 'Shap' Boyd Head Football Coach

B.A., University of the South;
M.S., Middle Tennessee State University

Justin Brubaker, Men's Volleyball Coach

B.A., Cairn University

Rachel Brubaker, Head Beach Volleyball Coach

B.A., Lindenwood University

Kelly Burdeau, Head Women's Volleyball Coach

B.A., Catawba College; M.S., Liberty University

Malik Chevry, Assistant Football Coach

B.S., Southeastern University

Josh Chisolm, Assistant Men's Soccer Coach

B.S., University of Louisiana-Monroe

Whitney Cliff, Assistant Women's Soccer Coach

B.S., Limestone College, M.A., University of Rio Grande

Jason Cody, Women's Lacrosse Coach

B.S., University of Central Florida

Ann Marie Covar, Head Women's Golf Coach

B.A., Wofford College

Caulin Cragle, Assistant Baseball Coach

B.S., Central Baptist College

Mark Crocco, Head Baseball Coach

B.A., Wingate University

Patrick Davenport, Assistant Women's Basketball Coach

B.S., Erskine College

Kristen Dodge, ATC Assistant Athletic Trainer

B.S., Erskine College; M.S., Liberty University

Joshua Drew, Assistant Football Coach

B.S., Minot State University

Drew Engels, Assistant Track & Field/Cross Country Coach

B.A., Hope College; M.A., Western Michigan University

Neil Harrell, Assistant Football Coach

B.S., Georgia Southern University

Alleen E. Hawkins, Head Softball Coach

B.A., Salisbury State University

Gage Hayes, Assistant Football Coach

B.A., Ave Maria University; M.S., Southeastern University

Steve Howard, Assistant Football Coach

B.A., Muskingum University

Corbin Huntley, Head Cheerleading/Dance Coach Interim Acrobatics & Tumbling Coach

B.S., Lander University

JJ Jordan, Assistant Men's Golf Coach

B.S., Lander University

Will Kaufman, Assistant Baseball Coach

B.S., M.S., California University of Pennsylvania

Personnel

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Johnathan Kitts, ATC
Assistant Athletic Trainer
B.S., Wingate University; M.S., Clemson University

Ryan Kroskie, LAT, ATC
Athletic Training Program Director/Athletic Trainer
B.S., M.S., Indiana University
DAT, A.T. Still University of Health Sciences

Heath Major, LAT, ATC
Associate Athletic Director for Sports Medicine
B.S., Erskine College; M.S., East Stroudsburg University

Kelly McAlhane, Head Rodeo Coach
B.A., Converse College; M.S., Strayer University

Megan Moore, ATC
Assistant Athletic Trainer
B.S., Erskine College; M.S., Cumberland University

Kaylee Newman, LAT, ATC, Assistant Athletic Trainer
B.S., Cedarville University; M.S., Delta State University

Brandon Oberle, Head Esports Coach
B.S., Erskine College

Calhoun B. Parr, Head Women's Tennis Coach
B.S., Clemson University

Mark Peeler, Interim Women's Basketball Coach
B.A., University of the South; M.A., Winthrop University

Michelle Reeves, LAT, ATC
Assistant Athletic Trainer
B.S., Charleston Southern University

Cody Rowland, ATC
Assistant Athletic Trainer
B.S., Liberty University

Lee Sartor, Head Men's Basketball Coach
B.A., University of South Carolina-Upstate

Robin Smith, Women's Soccer Coach
B.S., Winthrop University; M.Ed., Tusculum College

Ryan Teems, Head Bass Fishing Coach
B.S., Erskine College

Tristan Toorie, Assistant Baseball Coach
B.S., Augusta University

Warren E. Turner, Head Men's Soccer Coach
B.S., Presbyterian College

Colin Wilson, Assistant Men's Soccer Coach
B.A., Georgia State University

Christina Zimmerman, LAT, ATC
Assistant Athletic Trainer
B.S., Liberty University

Campus Ministry

Joshua C. Chiles, Interim Chaplain
B.A., Gardner-Webb University;
M.Div., Erskine Theological Seminary

Erskine College Police Department

C. Matthew Busby, Chief
South Carolina Criminal Justice Academy

Daniel Woodson, Sergeant
South Carolina Criminal Justice Academy

Jennifer Cooley, Assistant to the Chief of Police and Victims Advocate
B.B.A., Anderson University

Terry Cooley, Parking Enforcement
B.S., Limestone College

Finance and Operations

Christian M. Habeger, CPA, CGMA, Vice President for Finance and Operations
B.L.A., Furman University

Becky Bates, Accounts Receivable Coordinator

Katie Tessier, Payroll Coordinator

Beth Winn, Accounts Payable Coordinator
Barbara Peck, Director of Human Resources
B.S., Barry University

Kelly McAlhane, Accounting Manager
B.A., Converse College; M.S., Strayer University

Cynthia Myers, Campus Post Office Clerk

Financial Aid

Amanda Taylor, Director of Financial Aid
B.H.S., Anderson University

Zakiyyah Sloan, Financial Aid Counselor
B.A., Lander University

Grace Williams, Financial Aid Counselor
A.B., Erskine College

Information Technology

Stephanie Hudson, Director
B.S., Georgia Southwestern State University

Harrison Timms, Information Technology Specialist
B.S., Erskine College

Institutional Effectiveness

John F. Kennerly, Jr., Associate Dean for Institutional Effectiveness
B.A., Charleston Southern University;
M.L.I.S., University of South Carolina

Buck F. Brown Jr., Director of Institutional Research
B.S., M.Ed., Mississippi State University;

McCain Library

John F. Kennerly, Jr., Associate Dean for the Library, Associate Professor
B.A., Charleston Southern University;
M.L.I.S., University of South Carolina

Shirley R. Adams, Acquisitions and Office Manager
A.B., Erskine College

Edith M. Brawley, Cataloger and Archivist
A.B., Erskine College; M.A., Indiana University

Bob Santee, Circulation Manager
B.A., M.S., Olivet Nazarene University

Marketing and Communications

Joyce Guyette, Director of Communications and Media Relations
B.A., M.A., Florida State University

Kayli Hibbard, Director of Marketing and Creative Services
B.F.A., Greensboro College

Ian Patrick Harris, Social Media Manager

Brianne Holmes, Marketing and Communications Coordinator
B.A., Anderson University; M.A., East Carolina University

Student Development

Wendi J. Santee, Vice President for Student Success
B.A., Mid America Nazarene College;
M.S., Avila College; Ed.D., Azusa Pacific University

Samuel Barrick, Coordinator for Residence Life and Housing, Residence Hall Director
B.A., Bryan College; M.A., Geneva College

Sarah A. Smith, Coordinator for Campus Life
B.A., Simpson University;
M.Ed., Abilene Christian University

Marissa Nino, Administrative Assistant
B.S., M.B.A., Colorado Technical University

Shaniqua Hunter, Residence Hall Director
B.A., Winthrop University

Kyle Keesling, Residence Hall Director
A.B., Erskine College; M.A.T.S., Erskine Theological Seminary

Grant Lawson, Residence Hall Director
B.A., Carson-Newman University

Ashton Newnan, Residence Hall Director
B.A., Indiana Wesleyan University

Aramark Higher Education Services

Randy B. Moore, General Manager

W. Raleigh Davenport, Assistant Manger
B.S., Erskine College

Michael Lewis, Facilities Director

The Faculty 2020-21

(Date following name indicates beginning of term of service.)

Kokou Y. Abalo (2001)

Dr. and Mrs. James Rogers Young Professor of Mathematics

B.S., College Protestant; M.S., Kharkov State University; M.S., University of Illinois; Ph.D., Clemson University

John Abraham (2012)

Assistant Professor of Business Administration

B.S., Virginia Polytechnic Institute and State University; M.A., Webster University; Ed.D., Clemson University

Christiane-Marie Abu Sarah (2020)

Assistant Professor of History

B.A., Eastern Washington University; M.A., George Mason University; Ph.D., University of Maryland

Kaylee Baioni (2018)

Assistant Professor of Athletic Training

B.A., Cedarville University; M.S., Delta State University

Joel E. Boyd (2013)

Professor of Chemistry

B.S., Wayland Baptist University; Ph.D., Rice University

Kerri Boyd (2017)

Assistant Professor of Art

B.A., Houston Baptist University; M.F.A., Academy of Art University

Anna Brady (2018)

Assistant Professor of Education

B.S., M.S., Northern Illinois University; Ph.D., Utah State University

Alessandra Brivio (2018)

Assistant Professor of History

B.A., Università degli Studi, Milan; M.A., Ph.D., University of California, San Diego

Deborah Caldwell (2019)

Assistant Professor of Music and Director of Instrumental Studies

B.M.E., Ouachita Baptist University; M.M., Kansas State University; D.M.A., University of Georgia

Matthew Campbell (2018)

Associate Professor of Biology

B.S., College of William and Mary; M.S., University of North Carolina, Chapel Hill; Ph.D., Indiana University

Teresa Carter (2019)

Associate Professor of Education

B.A., University of South Carolina; M.A., Coastal Carolina University; Ed.D., Walden University

Matthew Cawvey (2019)

Assistant Professor of Political Science

B.S., Olivet Nazarene University; M.A., Ph.D., University of Illinois at Urbana-Champaign

N. Bradley Christie (1991)

Professor of English

A.B., Davidson College; M.A., University of Virginia; Ph.D., Duke University; M.Div., Erskine Theological Seminary

Robert J.F. Elsner (2005)

Professor of Psychology

B.A., University of North Carolina-Chapel Hill; M.S., M.Ed., Ph.D., University of Georgia

William B. Evans (1993)

Eunice Witherspoon Bell Younts and Willie Camp Younts Professor of Bible and Religion

B.A., Taylor University; M.A.R., Th.M., Westminster Theological Seminary; M.A., Ph.D., Vanderbilt University

Artur J. Gorka (2004)

Associate Professor of Mathematics

M.Sc., Nicolaus Copernicus University; Ph.D., Clemson University

Corinne A. Gressang (2020)

Assistant Professor of History

B.A., Grove City College; M.A., Ph.D., University of Kentucky;

John A.E. Harris (2017)

Assistant Professor of History

B.A., M.A., Queens University, U.K.; M.A., Ph.D., Johns Hopkins University

Tiffany R. Hayden (2009)

Associate Professor of Chemistry and Physics

B.S., University of Texas at Austin; M.S., University of Pittsburgh; Ph.D., Baylor University

Sharalynn Hicks (2019)

Assistant Professor of Music

B.Mus., M.Mus., Bob Jones University

John F. Kennerly, Jr. (1995)

Head Librarian and Associate Professor

B.A., Charleston Southern University; M.L.I.S., University of South Carolina

Ryan Kroskie (2012)**Assistant Professor of Athletic Training**

B.S., M.S., Indiana University;
D.A.T., A.T. Still University of Health Sciences

Joan E. Little (1976)**Dorn-Reeder Professor of English**

A.B., Agnes Scott College; M.A., Ph.D., University of Illinois

Caleb Martin (2019)**Assistant Professor of Accounting**

B.S., Clemson University;
M.Acc., Gardner-Webb University

Tracy L. McCurry (2010)**Assistant Professor of Business Administration**

B.S., Lander University; M.B.A., Clemson University

Ekaterina I. Michonova (2007)**Associate Professor of Physics**

M.S., Sofia University, Bulgaria;
M.Ph., Ph.D., Mount Sinai School of Medicine of NYU

Albert C. Mina (2008)**Professor of Biology**

B.S., Clemson University;
M.D., Medical University of South Carolina

Naoma S. Nelsen (2008)**Associate Professor of Biology**

B.S. Southwest Missouri State University;
M.S., Texas A & M University; Ph. D., Clemson University

David D. Reiter (2007)**Professor of Philosophy**

B.A., Covenant College; M.A.R., Westminster Seminary;
Ph.D., University of Nebraska-Lincoln

Sandy Robinson (2019)**Associate Professor of Education**

B.A., M. Ed., Clemson University

Christine M. Schott (2012)**Associate Professor of English**

B.A., Dartmouth College; M.A., University of Iceland;
M.A., Ph.D., University of Virginia

Howard E. Thomas (1976)**Dr. and Mrs. James Rogers Young Professor of Chemistry**

B.Sc., Ph.D., University of Bristol, England

Keith D. Timms (2015)**Associate Professor of Music**

B.S., Erskine College; M.A., Furman University;
Ph.D., Shenandoah University

Laura Truell (2019)**Associate Professor of Sport Management**

B.S., University of South Carolina; M.A., Coastal Carolina University;
Ed.D., University of Northern Colorado

Briana Van Scoy (2013)**Assistant Professor of Psychology**

B.A., Grove City College;
M.A., Ph.D., Fuller Graduate School of Psychology

Catherine B. White (2012)**Assistant Professor of Mathematics**

B.S., Presbyterian College; M.S., Ph.D., Clemson University

Part-Time Faculty**Shane Bradley (2013)****Assistant Professor of English**

B.A., Anderson College; M.A.T., Lander University;
M.Ed., Clemson University

Janice H. Haldeman (1967)**Professor Emerita of Biology**

B.S., Rollins College; M.A., George Peabody College of Vanderbilt University; Ph.D., Clemson University

Professors Emeriti**W. Gideon Alston (1987-2013)****Professor Emeritus of Physical Education and Health**

B.S., Atlantic Christian College;
B.S., University of North Carolina at Wilmington;
M.A.T., Ph.D., University of North Carolina-Chapel Hill

Ann F. Bowe (1980-2008)**Professor Emerita of Mathematics**

A.B., Salem College; M.S., University of South Carolina;
Ph.D., University of Kentucky

James J. Bowe (1979-2004)**Dr. and Mrs. James Rogers Young Professor Emeritus of Mathematics**

B.S., University of Florida; M.M., University of South Carolina; Ph.D., University of Kentucky

James W. Gettys Jr. (1965-2007)

McDonald-Boswell Professor Emeritus of History

A.B., Erskine College;
M.A., Ph.D., University of South Carolina

Howard D. Grier (1991-2020)

McDonald-Boswell Professor Emeritus of History

A.B., Erskine College;
M.A., Ph.D., University of North Carolina-Chapel Hill

Janice H. Haldeman (1967-2002)

Professor Emerita of Biology

B.S., Rollins College; M.A., George Peabody College of
Vanderbilt University; Ph.D., Clemson University

Cortlandt M. Koons (1951-1961, 1970-1990)

Professor Emerita of Music

B.M., M.M., Florida State University

Bright A. Lowry III (1974-2002)

**Dr. and Mrs. James Rogers Young Professor Emeritus
of Chemistry and Physics**

B.S., Massachusetts Institute of Technology;
Ph.D., University of Chicago

Zelda G. Oates (1962-1993)

Professor Emerita of Education

A.B., Erskine College; M.A., Furman University

Wilbur H. Reames Jr. (1973-2010)

Professor Emeritus of English

A.B., Wofford College; M.A., Ph.D., University of Georgia

Stephen B. Sniteman (1993-2020)

Professor Emeritus of Sociology

B.A., East Carolina University; M.S., Troy State University;
Ph.D., Utah State University

Lowry P. Ware (1954-1987)

Professor Emeritus of History

A.B., Erskine College;
M.A., Ph.D., University of South Carolina

Staff Emeriti

**Dorothy J. Carter, Director Emerita of Admissions &
Financial Aid**

Charlene Haynes, Registrar Emerita

Jimmy Aldon Knight (1976-88)

Vice President and Dean Emeritus

A.B., Erskine College; Ph.D., University of North Carolina

Visiting Lecturers

Frances Cardwell Lecture Series-In memory of Dr. Frances Livingston Cardwell, Dean of Women, Academic Counselor, and Professor of English, a successful female graduate of Erskine annually speaks to the student body.

Mary McDill Family Life Institute Lectures-The Institute brings to Erskine outstanding lecturers in Family Life Studies. It was established by Dr. Lila Bonner-Miller, distinguished psychiatrist, in honor of Mary E. McDill, Professor-Emeritus of Home Economics.

Staley Distinguished Christian Scholar - The Thomas F. Staley Foundation brings a distinguished Christian scholar to Erskine for a lecture series.

Joseph T. Stukes Lecture Series-Students and colleagues of the late Dr. J.T. Stukes, former Academic Vice President and Professor of History, established a fund which annually brings a distinguished lecturer in history to Erskine.

Woodrow Wilson Visiting Fellow-The Woodrow Wilson Foundation and friends of the College bring to Erskine successful men and women from the arts, business, the professions, and the arts for weeklong residencies.

Faculty and Staff Honors

The Caldwell Professorship in Music is endowed through a gift from Mr. Charles C. Caldwell, a native of Greer, S.C., in memory of his wife, Harriet Pressly Smith Caldwell.

The Dorn-Reeder Professorship in Languages is endowed by a gift from Mrs. Thomas H. Reeder of Atlanta, Ga., in memory of her husband, Thomas Hope Reeder, and of her mother, Mrs. Hanora Cuddy Dorn (Class of 1895).

Dr. and Mrs. J.R. Young Professorships in Bible and Religion, Chemistry and Mathematics were established through a bequest from Mrs. Charles E. Daniel in memory of Dr. and Mrs. J.R. Young of Anderson, S.C.

The Younts Professorship in Bible and Religion was endowed through a gift from the late Dr. C. R. Younts and his wife, the late Dr. Willie Camp Younts. It is a memorial to Dr. C. R. Younts's mother, Eunice Bell Younts, and to his wife.

The Younts Professorship in Bible and Religion is presented annually to a member of the faculty. A cash gift is provided in memory of Dr. C.R. Younts of Atlanta, Ga.

Academic Advising	57	Degrees Offered	53
Academic and Administrative Facilities	8	Description of Courses	72
Academic Calendar	3	Dining Hall	10, 47
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Accounting, Courses in	105	Dismissal from class	60
Accreditation	5	Dual Degree Programs	55
Activities Facilities	9	Early Childhood Education	121
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Admission Requirements	14	Education, Courses in	125
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Bible, Courses in	80	Faculty	178
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Board of Trustees	173	Finances	18
Buildings	8	<i>Charges</i>	18
Business	(see Economics and Business)	<i>Graduation Fee</i>	20
Chemistry, Courses in	99	<i>Installment Plans</i>	18
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History and Politics, Courses in	143	Pre-Medical Courses	72
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Student	51	Psychology, Courses in	166
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Visitors are Welcome

The College welcomes visitors to the campus. The Administrative Offices located in Belk Hall are open Monday through Friday from 8 a.m. to 4:30 p.m. The Admissions Office is also open by appointment from 9 a.m. to 12 noon on Saturdays. Campus tours may be arranged by contacting the Admissions Office (864-379-8838). Visitors desiring interviews with members of the staff are urged to make appointments in advance. Admissions can also be contacted by e-mail at: admissions@erskine.edu

Telephone 1-800-241-8721

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ERSKINE
C O L L E G E

2020-21 Catalog

I certify that this catalog is true and correct in content and policy as required by 38 CFR21.4253(d)(1) of the Federal Code and states progress requirements for graduation.

A handwritten signature in black ink, reading "Robert E. Gustafson". The signature is fluid and cursive.

Dr. Robert E. Gustafson
President, Erskine College

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