CATALOG 2025-26



ERSKINE



Mission

The mission of Erskine College is to glorify God as a Christian academic community where students integrate knowledge and faith, equipped to flourish as whole persons prepared for lives of service, leadership, and influence through the pursuit of undergraduate liberal arts, graduate, and seminary education.

Vision

Erskine College exists to equip students for lives of service and leadership, building Christ's Church and influencing society for God's glory.

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Academic Calendar 3

2025 Fall Term

Late Registration and Classes Begin.....Wednesday, August 20
Drop/Add ends.....Tuesday, August 26
Holiday.....Monday, September 1
Fall Break Begins After Classes.....Friday, October 10
Classes Resume, 8 a.m. .....Wednesday, October 15
Thanksgiving Holiday Begins After Classes..... Tuesday, November 25
Classes Resume, 8 a.m. .....Monday, December 1
Classes End.....Wednesday, December 3
Reading Day.....Thursday, December 4
Final Examinations Begin.....Friday, December 5
Final Examinations End..... Wednesday, December 10

2026 Spring Term

Late Registration and Classes Begin.....Monday, January 12
Drop/Add ends.....Friday, January 16
Holiday .....Monday, January 19
Spring Break Begins After Classes.....Friday, March 6
Classes Resume, 8 a.m.....Monday, March 16
Easter Break Begins After Classes.....Wednesday, April 1
Classes Resume, 8 a.m. .....Monday, April 6
Classes End.....Wednesday, April 29
Reading Day.....Thursday, April 30
Final Examinations Begin.....Friday, May 1
Final Examinations End.....Thursday, May 7
Commencement.....Saturday, May 9

2026 First Summer Term

Classes Begin.....Monday, May 18
Only Day for Class Changes.....Tuesday, May 19
Holiday.....Monday, May 25
Final Examinations.....Friday, June 26

2026 Second Summer Term

Classes Begin.....Monday, June 29
Only Day for Class Changes.....Tuesday, June 30
Holiday.....Friday, July 3
Final Examinations.....Friday, August 7

Note: The calendar is subject to change.

4 From the President

Greetings from Erskine College! As Erskine's 18th president, I am pleased that you have chosen to attend this historic institution, now in its 187th year.

Founded in 1839 by the Associate Reformed Presbyterian Church, Erskine was the first four-year church-related college in South Carolina. Today, we remain an authentically Christian institution seeking to fulfill our mission "to glorify God as a Christian academic community where students integrate knowledge and faith, equipped to flourish as whole persons prepared for lives of service, leadership, and influence through the pursuit of undergraduate liberal arts, graduate, and seminary education."



Dr. Steve C. Adamson
President

We are strongly committed to Christian higher education in which faith informs reason and we strive for the integration of faith and learning in the classroom. I urge you to make your education a priority from the first week of class through your final days as a senior. Making academics a priority means not only nurturing good study habits, but also cultivating intellectual curiosity and considering your calling in life.

Our faculty and staff hope to inspire you as you mature. We also encourage you to become involved in service to your church and community while at Erskine and later as you enter your chosen profession.

On this beautiful campus, whether in our classrooms and laboratories, in our residence halls, in our rehearsal rooms, or on our playing fields and courts, may we remember Erskine's motto: *Scientia cum moribus conjuncta*—"Knowledge Joined With Morals." I hope that each of you will embrace that way of life, and I trust that your experience here will be instructive and rewarding.

My prayer for you is that during your time at Erskine you will realize you are part of a family and that you will engage head, heart, and hands—focusing diligently on your studies, faithfully seeking the Lord, and offering friendship and service to others.

It is my privilege to welcome you to Erskine College for the 2025-26 academic year.

Accreditation

Institutional

Erskine College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctorate degrees. Erskine College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Erskine College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The threefold purpose for publishing the contact information of SACSCOC 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 accredited by the Commission on Accrediting of the Association of Theological Schools (www.ats.edu) and is approved to offer the following degrees: M.Div., M.A. (Theological Studies), M.A. in Practical Ministry, Th.M., D.Min.

The school is approved for comprehensive distance (online) education. The school is approved for the following additional locations: Columbia, South Carolina, and Greenville, South Carolina.

Contact the Commission on Accrediting of The Association of Theological Schools at:

10 Summit Park Drive, Pittsburgh, PA 15275, USA
Telephone: 412-788-6505
Fax: 412-788-6510

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 University Women
- Association of Clinical Pastoral Education (Seminary)
- Conference Carolinas
- Council for Christian Colleges and Universities
- Council for Higher Education Accreditation
- Council of Independent Colleges
- International Alliance for Christian Education
- National Association of College and University Business Officers
- National Collegiate Athletic Association (Division II)
- South Carolina Independent Colleges and Universities
- Southern Association of Colleges and Schools

Mission

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Vision

Erskine College exists to equip students for lives of service and leadership, building Christ's Church and influencing society for God's glory.

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.

College Campus

Erskine College is located in Due West, a town of 1,200 residents located in 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 all indoor classrooms are equipped with wireless Internet. 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.

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 students. 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

The Alumni House, extensively renovated in 2021, offers a lovely setting for meetings and activities. Constructed in 1880, it was donated to Erskine by members of the Blythe family, who purchased it in 1940. It served as a residence for the dean of the seminary and later as a meeting hall for the Chi Lambda Sigma Society. Alumni and friends have contributed to its restoration.

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 Literary 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 and the Office of Student Services. In one wing are Snapper's, a snack bar with recreational facilities and a patio, a coffee and smoothie bar added in 2003 and now called The Grumpy Mule, and the Fleet Shop for Erskine gear and supplies; 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 1992. It includes two tennis courts, a tennis building, bleachers, restroom and concession facilities, a 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 the late 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 is adjacent to Grier Field. It is named for the late Claude Huggins, a Donalds, S.C., businessman who donated land for the field. It is lighted for night play.

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, and volleyball court. A 1978 gift 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 the late Mrs. 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.

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

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

The 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.

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, including use of Artificial Intelligence (AI), 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 Dean.
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 Dean.
D. Faculty members handle all cases with confidentiality.

V. Violations and Procedures for Handling Them

A. Violations are lying, cheating, stealing, and plagiarizing, including use of Artificial Intelligence (AI).
B. Reports to the 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 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, 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 Dean or the Vice President for Student Development 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 a Service and Leadership Team (S.A.L.T.) representative. The Committee will appoint a chair from its membership. All revisions must be approved by the faculty and by the Dean.

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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. Registration for the upcoming term is contingent upon graduation from high school prior to matriculation and receipt of all final, official transcripts (high school and/or college) from all institutions attended.

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.

2. A high school transcript from all schools attended, through completion of junior year.

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.

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.

International Students

1. Submitted application.

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. English Language Proficiency Test. English proficiency is required when a student's native language is not English. Accepted exams and minimum scores: TOEFL 70 iBT (Internet-based test), IELTS: 6.0, PTEAcademic: 48, Duolingo: 100, or CEFR: B2 (score must be translated into English). 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.

New Student Enrollment Fee

All admitted students are required to submit an enrollment fee to reserve their place in the incoming class and secure housing choices. Enrollment fees will be accepted as long as there is available space for the upcoming semester/term. For students who submit the enrollment fee but do not attend, the fee is only refundable for fall applicants if requested in writing before May 1. The fee for incoming first-time students is $300. The fee for re-admitted students is $100.

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.

Dual Enrollment

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 Finance Division, and the Division of Student Development, 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.

16 Admissions/Registrar

Copies of the College Catalog and the *Pilot* 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.

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.

Finances

The Cost of an Erskine Education (2025-26)

Resident Students	Fall Semester	Spring Semester	Academic Year
Tuition	$17,217.50	$17,217.50	$34,435.00
*Meal Plan	$3,450.00	$3,450.00	$6,900.00
University Service Fee	$1,137.50	$1,137.50	$2,275.00
**Room	$3,175.00	$3,175.00	$6,350.00
***Total	$24,980.00	$24,980.00	$49,960.00

Day Students	Fall Semester	Spring Semester	Academic Year
Tuition	$17,217.50	$17,217.50	$34,435.00
*Commuter Meal Plan	$500.00	$500.00	$1,000.00
University Service Fee	$1,137.50	$1,137.50	$2,275.00
***Total	$18,855.00	$18,855.00	$37,710.00

**Resident students must take board in the Dining Hall; the commuter meal plan is required for day students.*
***Additional cost per semester for Single Room, $1,000; Villages, $850 ; Apartments, $750 ; Honors Housing, $600.*
****Totals do not include class-specific or other special fees. See list of other fees below.*

Summer school tuition is $425 per credit hour plus corresponding lab fees and an institutional fee of $50 per term.

Students with fewer than 12 credit hours will be charged $1,275 per credit hour. Twelve to 18 hours are considered a normal load. Part-time students will be charged the University Service Fee at a 50% discount ($568.75 per semester).

Students who wish to audit courses must have the approval of the 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 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.

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.

18 Finances

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

Special Fees. The following special fees will be charged where applicable:

Student Teaching Fee (ED 422-424, MU 425, SE 426) $260
Single Room Fee (per semester) $1,000
Honors Housing (per semester) $600
Erskine Apartments (per semester) $750
Fleet Villages (per semester) $850
Graduation Fee (senior year) $150

Rize Technology Fee

All students enrolled in any DM, SC, AI, CF, or any course offered through Rize will be assessed a $175 lab fee per course.

Business Technology Charge

Any student who is a declared major or minor in business, accounting, supply chain management, digital marketing, or information technology will be charged a single $255 lab fee each semester, including summer.*

All non-majors taking a specific business course will be assessed a $175 lab fee per course.

*Double majors will only be charged a single fee

Lab Fees:

AR 105, 170, 270 ..... $155
AR 190, 195, 290, 295 ..... $255
AR 210, 320 ..... $75
HE 216 ..... $80
BG 101, 110, 111 ..... $155
CH 101, 102, 104, 105, 205, 207, 215, 217, 321, 323, 401, 402, 405 ..... $155
GL 101 ..... $155
IT 225, 226, 227 ..... $255
MU 070, 370 ..... $200
MU 470 ..... $255
PH 106, 110, 111, 120, 121, 220 ..... $155
PY 310, 312, 319, 320 ..... $155

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 or Spring*

Note: One (1) lesson = 30 minutes

Parking 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.

Cost of Transcript (current students and alumni).....$20

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

Financial plans for paying all college bills must be finalized with the Finance Division before the beginning of each new term. Prior to the beginning of each term, students will receive their award letter and will be responsible for communicating to the Finance Division which of the following methods will be used to pay their remaining net balance:

1. Pay net balance in full before the beginning of the term.

2. Sign up for payment plan. Students will sign up for an auto-payment program that pays their net balance in five (5) payments using a credit card or automatic bank draft. Note: Monthly payments will be automatically adjusted each month to incorporate any changes to the student's bills.

3. Pay net balance with government, parent plus, or private loans. Note: loan paperwork must be submitted before the start of the term.

Any student who does not have an approved financial plan in place prior to the final day of drop/add will be withdrawn from enrollment.

All correspondence relating to financial matters should be directed to the Finance Division of the college at ***studentbilling@erskine.edu***. A representative will respond and schedule an appointment.

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 ebills for adjusted balances. Some billing adjustments can take place following a term (such as dorm room damage fees, missed convocation fines, etc.).

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

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.

Refund Policy

The College is committed to expenses based upon the enrollment anticipated at the beginning of each term. Enrollment at Erskine is considered a contract binding students and their parents for

charges for the entire term. Refunds are granted in certain circumstances set forth in this section; however, tuition will not be reduced or refunded regardless of the mode of instruction, including in the event that instruction occurs remotely for any part of the academic year.

Withdrawal from the College

Students who withdraw from the College may receive a partial refund in accordance with the schedule below. The date of withdrawal is established by the Registrar. Full tuition refunds are available only prior to the first day of the term.

If a Student Withdraws:	**Portion of Tuition Refunded:**
Before first day of term	**100 percent**
Within 10 business days of drop/add	75 percent
After 10 business days of drop/add	0 percent

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.

For Summer School, if a student withdraws within 6 days, tuition (–$50.00) will be refunded; if the student withdraws after that point (for providential reasons), tuition may be refunded on a pro rata basis (up to the midpoint of the term).

Collections

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.

Other concerns

Students required to take board in the Dining Hall who have 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.

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

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.

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 the following federal websites:
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).

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 2024-25 academic year is $5,000. 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 August 1.

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 2023-24 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 SC UGP GPA on a 4.0 scale; (2) score at least an 1100 on the SAT or 22 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 2023-24 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 SC UPG GPA, 1200 SAT or 25 ACT, and rank in the top 6% of the class. Students are also eligible if they have a 1400 combined SAT score or 31 ACT 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 2023-24 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, science, and education 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

Palmetto Fellows and Life Scholarship Education Enhancement

The Palmetto Fellows and Life Scholarship Education Enhancement began with the 2024-2025 academic year. The Education Enhancement does not require the 14 hours of math or science courses listed above, however, it requires an Agreement to Serve contract to be completed and submitted to the Financial Aid office each year by the student. The details and requirements of the scholarship will be provided to the student upon obtaining the contact from the Financial Aid Office

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

Federal Financial Aid Programs

Federal Pell Grant – A federal program that can provide up to $7,395 for the 2025-26 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 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 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. The scholarship covers tuition, required fees, and room and board, minus any state, federal, and outside scholarship or grants. A change in your housing or meal plan will result in a reduction of your financial aid.

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 18 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. A change in your housing or meal plan will result in a reduction of your financial aid.

Provost, 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. Students receiving these scholarships may have these scholarships reduced based on outside scholarship and/or federal and state awarded scholarships.

Erskine College Scholarships- Students can only receive up to $2,000 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 $2,000 in Erskine funds; a separate application for each must be filled out yearly and returned to the Financial Aid Office by the September 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, beach volleyball, 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, flag football 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 and/or grands, 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 <u>not</u> 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.studentaid.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.studentaid.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.studentaid.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.

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 graduatiing 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, the average scores are: SAT (2 parts) 1008, 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 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:

Hours Attempted	GPA Required
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.

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

Federal Aid	Hours Completed	GPA
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 Veracruzanna 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, round trip 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.

Annual Scholarships 2024-25

Bailey Foundation: Jackson Edwards

Dominion Energy: Valerian Bruce, James Gibson, Christopher Gray, Emily Johnson, and Megan Shearon

Duke Power: Vivian Bryant

Sonoco Products Scholarship: Courtney Fogle

South Carolina Student Loan Corporation: Raleigh Falkner

South Carolina Student Loan Power: ED Grant: Jayden Byrd, Anzya Cook

UPS Scholarship: KDreak Gordon

Lettie Pate Whitehead: Olivia Allen, Linda Bishop, Gabby Burroughs, Janelle Carter, Jasmine Douglas, Anna Epps, Kourtney Fowler, Angelina Gonzalez, Isabella Gonzalez, Lydia Hawkins, Amanda Johnston, Reagan Kirby, Tanesia Lone, Mariah Moody, Iliana Moore, Paige Nims, Latajah Oliver, Denai Perez, Adrienne Raines, Ellie Rapson, Charlotte Stiles, Kimberlyn Stiltner, Ashlyn Stroud, TaBethea Thompson, Talasha Walker, Joy Wilson, Leyla Yelton

The Student Development Office

The Student Development Office, led by the Vice President for Student Development, oversees the areas of Campus Life and Activities, Conduct, First-Year Experience, Health and Wellness, Residence Life, Spiritual Formation, and Title IX.

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.

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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 Development
  - -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 All Access meal plan. The Office of student Development works closely with ARAMARK, which manages the college dining facilities. The college subscribes to the philosophy that a wide variety of quality foods be served at each meal.

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 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.

Spiritual Growth

Fleet Fellowship (FF) programs are presented regularly throughout the year. Special lecture series bring renowned men and women to the campus. Speakers and musicians, along with special worship services, are part of Fleet Fellowship and are approved for FF credit. Students are required to attend Fleet Fellowship. The details of this requirement are communicated to students by the Office of Student Development.

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 Department of Spiritual Formation offers spiritual mentoring, encouragement, and guidance for students and also oversees occasions for community worship, Bible study, and volunteer service. Student organizations—including the ARP Student Outreach, Baptist Collegiate Ministry, and Fellowship of Christian Athletes— sponsor speakers, host Bible studies, and plan mission and service opportunities designed to engage college students and assist them in their spiritual growth. The Department of Spiritual Formation is located on the second floor of Watkins Student Center and is open to students seeking spiritual counsel and mentoring 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.

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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

The Service and Leadership Team (SALT) consists of representatives, both elected and appointed, from the campus community who come together with the goal of developing student leaders and connecting various elements of campus life. The team includes members of the Erskine Activities Board (EAB), student finance, Intersociety, and student ministries, as well as the Judicial Council Chair. The team is led by the Coordinator for Campus Life and the Campus Chaplain.

Erskine Activities Board (EAB)) provides programming by students, for students, for the purpose of building community within the student body at Erskine. These opportunities range from smaller activities such as campus-wide tag to larger events like Erskine's Got Talent. EAB encourages participation and input from all students to help make campus life vibrant, fun, and meaningful.

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

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.

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 (CEC) is dedicated to "improving the success of children and youth with disabilities and/or gifts and talents." With student chapters at hundreds of colleges and universities, CEC is a leader in setting professional standards and providing professional development for special educators.

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

Dungeons and Dragons Club is for students interested in playing this tabletop board game.

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

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.

Erskine Society for Psychology is to foster an environment for academic discussion and create opportunities for delving into psychological topics of significance for 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 involvement in community service projects.

Literary Societies are academic and service-oriented organizations for Erskine students. The Euphemian and Philomathean Societies are for men. Offered for women are the Euphemian Women and the Philomelean Society. Representatives of these organizations serve on the Intersociety Council, which is headed by the Intersociety Chair. The Intersociety Chair is a member of the Service and Leadership Team (SALT).

Omicron Delta Kappa is a 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.

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.

Secret Societies at Erskine include Chalice and Jesters. These groups make a great effort to keep their membership, initiation, and events secret from others on campus.

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.

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

Student Communications

The Student Publications Team offers an opportunity for Erskine community engagement and assists students in developing their interest and skills in contemporary journalism. The Student Publications Team publishes short stories and other works by students and faculty, covers campus events, and creates content for social media and online platforms.

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.

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.

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.

The H.M. Young Ring and Sullivan Award winners are recognized at commencement. A number of other student awards are presented at the Senior Dinner each year.

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. The College fields 25 intercollegiate teams: men's and women's basketball, beach volleyball, golf, indoor track and field, outdoor track and field, and soccer; men's baseball and football; women's beach volleyball, cross country, flag football, softball, and tennis; bass fishing, cheerleading, 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 Dean of the College, 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 a minimum of four courses.

Degrees Offered

The College offers the Bachelor of Arts degree and the Bachelor of Science degree. Erskine College has offered both degrees since the 1930s. 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, Interdisciplinary Studies, International Studies, Mathematics, Music, Political Science, Psychology, and Social Studies.

A candidate for the Bachelor of Science degree can choose a major discipline from Accounting, Biology, Business Administration, Chemistry, Digital Marketing, Early Childhood Education, Elementary Education, Health Science, Information Technology, Music Education, Physical Education, Psychology, Special Education, Sport Management, and Supply Chain 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 in this catalog;
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 (a minimum of 31 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.**

To remain on track for graduation, students are encouraged to take and pass 15-16 semester hours each term. Depending on the circumstances, students may need to take summer courses or request overloads during the semester to remain on track or catch up. Monitoring academic progress toward the degree remains the responsibility of the student.

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 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.

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 Business
Education – Department of Education
Engineering – Department of Mathematics
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 and Religion
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 philsophical 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 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 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 12-18 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 31 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. Freshmen are permitted to take a maximum of 16 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 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.

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.

Because of the intensity of each shortened summer term, a student may take no more than six hours per summer session.

August Graduation

In order for a student to be considered for an August graduation, that student must be able to fulfill the degree requirements (including courses, hours, and GPA) in no more than 12 semester hours total during both summer sessions; this means either 6 hours in the first session and 6 in the second session, or 3 hours in one session and no more than 9 in the other. A student will not be approved for more than a total of 12 hours during the summer or more than 9 hours in a single summer session. A student seeking August graduation must also have a clear plan to meet graduation requirements on file with the Registrar. In the rarest of cases, only students with documented, legitimate extenuating circumstances and a cumulative GPA of 3.5 or higher will considered for more than 12 summer hours.

Students who have applied for May graduation but seek to move to August graduation because of academic standing (e.g., credits, GPA requirements) must be able to fulfill the degree requirements (including courses, hours, and GPA) in accordance with the stipulations listed in the previous paragraph; otherwise, students will be considered for January or the following May for graduation. In the rarest of cases, only students with documented, legitimate extenuating circumstances and a cumulative GPA of 3.5 or higher will considered for more than 12 summer hours.

Online Courses

Students may take a maximum of 36 semester hours online, of which no more than 12 hours can be taken at another institution. All 36 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. All course drops must be processed through the Registrar's Office.

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.

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
A	**4.000**
A-	**3.700**
B+	**3.300**
B	**3.000**
B-	**2.700**
C+	**2.300**
C	**2.000**
C-	**1.700**
D+	**1.300**
D	**1.000**
F	**0.000**

E Conditional failure (see below)
I Incomplete
W Administrative withdrawal
WA Authorized withdrawal
WF Withdrew failing
P Passing grade of work (C or better)
LP Passing but at a low grade of work
CR Credit

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 grade of Incomplete should be used in only the rarest circumstances, and the student must present just cause (e.g., documented illness, hardship, family emergency, etc.) to the professor or instructor of record for the need for an Incomplete before grades are due, and the professor or instructor of record must request approval from the Dean of the College, which includes submitting in writing an official plan for addressing the student's Incomplete. Missing or late assignments without due cause do not necessitate an Incomplete.

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.

Medical Withdrawal. Erskine College promotes the highest academic standards, and classroom participation is an integral part of those standards. Faculty and instructors are encouraged to adopt, publicize, and enforce an 80% policy that states students must attend a minimum of 80% of course meetings in order to receive academic credit for a course. If a student misses or expects to miss more than two consecutive weeks of instruction because of any medical reason, that student will be advised to request a medical withdrawal through the Dean of the College. The student's physician should provide a letter stating the reason for the withdrawal and effective dates. Financial considerations will be evaluated based on the policies and procedures outlined in the "Return of Federal, Institutional, and State Funds" (pp. 27-28) section of the "Financial Aid" portion of the Catalog.

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.

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.

Academic Success

Supplemental Instruction (SI) 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.

The Write Here Center is another free academic success program administered through the Academic Office. Led by student readers who have been trained to assist students with organization, structure, mechanics, voice, and process, this service provides proofreading and revision services for academic writing assignments. The Write Here Center is located on the first floor of the Watkins Student Center and is open most evenings.

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. A student on academic probation who fails to follow the attendance policy for unexcused absences may not be eligible for a SAP Appeal (p. 29).
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**.

Attendance

Because class attendance if critical for academic success, any student who misses more than two consecutive weeks of class meetings because of medical issues may have to pursue a medical withdrawal.

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 somone 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 students 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

Introducing Erskine College's Renewed Core Curriculum and Learning Goals

Academic Year 2025-26

In the 2025–26 academic year, Erskine College launches a renewed Core Curriculum and an updated set of College Learning Goals that reflect a bold commitment to academic excellence, spiritual formation, and student development. This new framework not only reinforces Erskine's historic mission as a Christian liberal arts college but also equips students to engage the complexities of the modern world with clarity, compassion, and conviction.

The renewed Core Curriculum was designed through a rigorous process of reflection, research, and consultation with faculty, staff, alumni, peer institutions, and national education standards. Grounded in our institutional mission—to glorify God as a Christian academic community where students integrate knowledge and faith—the new Core fosters intellectual and spiritual maturity through a carefully integrated set of general education courses that are both academically rigorous and missionally aligned.

At the heart of the Core is a deepened focus on essential academic competencies: critical thinking, ethical reasoning, effective communication, and global awareness. Every student will engage in writing-intensive courses designed to hone the craft of written expression across disciplines. Through expanded instruction in composition, quantitative reasoning, the natural and social sciences, the humanities, and the study of American institutions, students are prepared to think deeply, engage broadly, and act responsibly.

Distinctively, Erskine's Core Curriculum integrates Christian faith and academic inquiry across the entire undergraduate experience. Bible courses and capstone experiences ensure that students explore the theological, moral, and existential foundations of their learning. First-Year Experience courses lay a foundation in spiritual formation, stewardship, and personal development, while the Senior Capstone draws together a student's academic, vocational, and faith journeys into a coherent whole.

- The Core is further animated by Erskine's College Learning Goals, which outline what we believe every graduate should embody:
- Critical Thinking: The ability to evaluate arguments, solve problems, and apply knowledge practically and imaginatively.
- Ethics and Morals: A character shaped by Christian virtue, informed by biblical wisdom, and oriented toward human flourishing.
- Communication Skills: Proficiency in oral, written, and technological communication across varied contexts and audiences.
- Relationship Development: The capacity to build meaningful relationships and serve within diverse communities.
- Global Awareness: An informed understanding of cultures, systems, and responsibilities in a globally connected world.
- Christian Faith and Academic Inquiry: A holistic framework for integrating faith and learning to understand human identity, purpose, and vocation.

These goals are personified in the Ideal Erskine Graduate Model—a portrait of the graduate as intellectually curious, spiritually grounded, ethically committed, globally minded, and ready to serve with excellence and humility in every sphere of life.

The renewed curriculum is also responsive to contemporary realities. It is informed by national models such as the AAC&U Essential Learning Outcomes and ACTA's core requirements, and remains compliant with the South Carolina Commission on Higher Education's statewide transfer standards. The program structure includes flexible yet intentional categories, each with clearly articulated criteria and learning outcomes, ensuring that Erskine students receive a broad, transferable, and transformative education.

As we implement this renewed Core Curriculum, Erskine College reaffirms its mission: to prepare students not just for successful careers, but for lives of integrity, purpose, and impact. The world our graduates will enter is complex and challenging—but it is also filled with opportunity for those who are rooted in truth, formed in virtue, and equipped to lead.

The Erskine Core is more than a set of courses—it is a pathway to wisdom, a journey of faith, and a foundation for a life well lived.

CORE CURRICULUM COURSES TAKEN BY ALL ERSKINE STUDENTS	UNITS
EC 101: COLLEGE SUCCESS SKILLS- FIRST-YEAR EXPERIENCE	3
EC 102: COMMUNICATION SKILLS	1
EN 102: COMPOSITION & LITERATURE	3
HUM 201: WORLDVIEW ANALYSIS	3
MATH:	3
LAB SCI:	4
GLOBAL STUDIES:	6
ARTS & HUMANITIES	9
BEHAVIORAL & SOCIAL SCIENCES	9
APPLIED TECHNOLOGY	3
BIBLICAL STUDIES	6
Total curricular units	50 units

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, Interdisciplinary Studies, International Studies, Mathematics, Music, Political Science, Psychology, and Social Studies.

Candidates for the B.S. degree can choose the major discipline from: Accounting, Biology, Business Administration, Chemistry, Digital Marketing, Early Childhood Education, Elementary Education, Health Science, Information Technology, Music Education, Physical Education, Psychology, Special Education, Sport Management, and Supply Chain 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: Artificial Intelligence, Bible and Religion, Biology, Business Administration, Business Analytics, Certified Financial Planning, Christian Ministry, English, Health, Health Care Administration, History, Information Technology, Mathematics, Music, Music Studies, Not-For-Profit Management, Physical Education, Political Science, Psychology, Secondary

Education, and Sport Management. 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 31 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.

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.

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 (3 s.h.)

A course designed to equip new students to flourish at Erskine by providing them with the tools necessary for academic success, social stability, and spiritual growth. Topics include time management, critical thinking, campus culture/policies, note-taking strategies, Christian spirituality, habit formation, vocation, study skills, campus resources, biblical worldview, campus involvement, and living in community. This course is not required for students who entered Erskine prior to fall 2023. All first-time freshmen are required to take this course in their first year. Transfer students must take this course in the first year of their enrollment at Erskine College if they transfer in fewer than 26 credit hours.

EC 102. Communication Skills (1 s.h.)

This course is designed to give students confidence and proficiency in professional and academic communication, including oral presentation skills and netiquette. Students must take Communication Skills (EC 102) by the end of the freshman year.This course is not required for students who entered Erskine prior to fall 2022. Students who transfer at least 26 hours (transfers and first-time freshmen) are not required to take this course. Students who fail Communication Skills (EC 102) must repeat the course the following semester.

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 United States. Each course is designed to acquaint students with the history, geography, culture, and society of other countries/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 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; PA 227, Tennis, PA 230, Ultimate Frisbee, and PA 231, Disc Golf. 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.

See chart on next page

American Studies			
Choose three from the following (9 credits)			
HS 211	American History to 1876	9	
HS 212	American History Since 1876		
EN 205	American Literature: Beg. To Rom.		
EN 206	American Literature: Realism to Mod.		
PO 101	American Government	3	
BR 352	History of Christianity in America	3	
BR 452	Religion & Cont. American Culture	3	
AS 450	Senior Seminar	1	
Electives: Half at 300 or 400 level (15 credits)			
EN 306	American Romanticism	3	
EN 313	The Contemporary American Novel	3	
EN 430	Major America Author(s)	3	
HS 220	The American West	3	
HS 401	History of Women in America	3	
HS 403	South Carolina History	3	
HS 408	Colonial America	3	
HS 409	History of the South	3	
HS 413	The American Civil War	3	
HS 415	Special Topics in History	3	
PO 212	American Political Thought	3	
PO 300	Constitutional Law	3	
PO 304	Congress	3	
Can include 15 hours or electives from CCCU in Washington, DC:			
AS300, AS310, AS320, AS330, AS400 or AS430			
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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.

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. American Literature: Beginnings through Romanticism (3 s.h.)

Prerequisite: 102; Prerequisite or Corequisite: HNRS 102. A study of American literature from the colonial era to the 19th century, selected to explore relevant themes, genres, or subjects. Alternate years. Core option for AS majors.

206. American Literature: Realism to Modernism (3 s.h.)

Prerequisite: 102; Prerequisite or Corequisite: HNRS 102. A study of American literature from the mid-19th century to mid-20th century, selected to explore relevant themes, genres, or subjects. Alternate years. 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.

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.

Bible and Religion

Professors Mohr (Chair), Reiter

The Department of Bible and Religion'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.

See charts on next page

	Bible & Religion (Christian Ministry Track)		
BR325	Christian Theology: Structures & Concepts	3	
Choose two from the following (6 credits)			
BR 240	Jesus in Faith & History	6	
BR 253	The Prebyterian & Reformed Tradition		
BR 350	Church History I		
BR 351	Church History II		
BR 352	History of Christianity in America		
BR 420	Contemporary Theology		
Choose one from the following (3 credits)			
BR 200	Biblical Ethics	3	
BR 204	The Story of Redemption	3	
BR 205	Biblical Interpretation		
BR 300-400 OT	Old Testament Course	3	
BR 300-400 NT	New Testament Course	3	
BR 354	World Religious	3	
Choose one from the following (3 credits)			
BR 255	World Christianity	3	
BR 375	Philosophy of Religion		
BR 378	Christian Apologetics		
BR 452	Religion & Contemporary American Culture		
BR 312	Christian Education	3	
BR 314	Youth Ministry	3	
BR 412	Practicum in Ministry	4	
PY 416	Counseling Theories and Skills	4	
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	Bible & Religion (Theology Track)		
BR325	Christian Theology: Structures & Concepts	3	
Choose two from the following (6 credits)			
BR 240	Jesus in Faith & History	6	
BR 253	The Prebyterian & Reformed Tradition		
BR 350	Church History I		
BR 351	Church History II		
BR 352	History of Christianity in America		
BR 420	Contemporary Theology		
Choose one from the following (3 credits)			
BR 200	Biblical Ethics	3	
BR 204	The Story of Redemption	3	
BR 205	Biblical Interpretation		
BR 300-400 OT	Old Testament Course	3	
BR 300-400 NT	New Testament Course	3	
BR 354	World Religious	3	
Choose one from the following (3 credits)			
BR 255	World Christianity	3	
BR 375	Philosophy of Religion		
BR 378	Christian Apologetics		
BR 452	Religion & Contemporary American Culture		
Electives (6 credits)			
BR_____		3	
BR_____		3	
		30	

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 Ministry

15 hours beyond basic requirements, to include 325, 312, and 414.

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 and Religion 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.

300. 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.

301. 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.

310. Apocalyptic Literature and Worldview (3 s.h.)

Prerequisite: BR 125 and 126. An examination of the development of apocalyptic as a literary, sociological, and religious phenomenon in ancient Judaism and early Christianity, with attention to its influence on the New-Testament writers. The character and hermeneutics of apocalyptic literature will be engaged through the reading of primary sources in translation. Consideration will also be given to the intersection of apocalypticism and mysticism, and to contemporary expressions of an apocalyptic mindset.

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.

403. Hebrew I (3 s.h.)

This course prepares the student for Old Testament interpretation through a study of biblical Hebrew vocabulary, morphology, and introductory syntax.

404. Hebrew II (3 s.h.)

Prerequisite BR 403. This course continues the study of biblical Hebrew vocabulary, grammar, and introductory syntax, and introduces the student to using the Hebrew Bible and standard Hebrew lexica.

405. Hebrew III (Hebrew Exegesis–3 s.h.)

Prerequisites BR 403 and BR 404. This course integrates a student's biblical Hebrew competency into Old Testament exegesis and application. Students investigate intermediate Hebrew syntax, literary genres and structures, textual criticism, and lexicographical method for word studies.

407. Greek I (3 s.h.)

This course teaches the basics of New Testament (Koine) Greek grammar. This course prepares students to read and interpret the Greek New Testament through a mastery of vocabulary, morphology, and syntax.

408. Greek II (3 s.h.)

Prerequisite BR 405. This course teaches the remaining basics of New Testament (Koine) Greek grammar and pushes further into matters of syntax. Students read longer passages in the Greek New Testament and learn how to use Greek lexica.

409. Greek III (Greek Exegesis–3 s.h.)

Prerequisites BR 407 and BR 408. This course develops the student's biblical Greek competency for New Testament exegesis and application. Students investigate Greek syntax, New Testament literary structures, textual criticism, genre, word studies, Greek lexica, exegetical methodology, and the relevance of exegesis for ministry.

Christian Ministry (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.

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.

414. 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.

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 Ministry, 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, Nietzche, 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 (Interim Chair), Nelsen, Simpson

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.

See chart for Biology - Biomed next page

	Biology - Biomed		
BG 110	Concepts of Cellular Biology	4	
BG 111	Concepts of Organismal Biology	4	
BG 202	Genetics	4	
BG 324	Molecular Cell Biology	4	
Choose one from the following (4 credits)			
BG 340	Evolutionary Biology	4	
BG 407	Ecology		
BG 403	Senior Seminar I	1	
BG 404	Senior Seminar II	1	
Electives [16 credits]			
BG 200	Mechanisms of Disease	3	
BG 201	Microbiology	4	
BG 210	Human Anatomy & Physiology I	4	
BG 211	Human Anatomy & Physiology II	4	
BG 302	Comparative Anatomy of the Vertebrate	4	
BG 303	Human Physiology	4	
BG 401	Animal Nutrition	3	
BG 430	Neurobiology	3	
BG_____			
BG_____			
BG_____			
BG_____			
CH 101	General Chemistry I	4	
CH 102	General Chemistry II	4	
CH 214	Organic Chemistry I	3	
CH 215	Organic Chemistry I Lab	1	

Chart continues next page

Choose one from the following (4 credits)			
PH 110	**General Physics I**	**4**	
PH 111	**General Physics II**		
PH 120	**Introductory Mechanics**		
Choose one from the following (3 credits)			
MA 141	**Calculus I**	**3**	
BG 300	**Biostatistics**		
		57	

See chart for Biology - EEW next page

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.

	Biology - EEW		
BG 110	Concepts of Cellular Biology	4	
BG 111	Concepts of Organismal Biology	4	
BG 202	Genetics	4	
BG 324	Molecular Cell Biology	4	
Choose one from the following (4 credits)			
BG 340	Evolutionary Biology	4	
BG 407	Ecology		
BG 403	Senior Seminar I	1	
BG 404	Senior Seminar II	1	
Electives [16 credits]			
BG 204	Environmental Biology	4	
BG 206	General Zoology	4	
BG 207	General Botany	4	
BG 209	Animal Behavior	3	
BG 214	Carolina Vertebrates	3	
BG 215	Vertebrate Studies	1	
BG 220	Field Botany	2	
BG 301	Herpetology	4	
BG 302	Comparative Anatomy of the Vertebrates	4	
BG 309	Ethology Lab	1	
BG 406	Methods in Environmental & Field Botany	3	
BG 408	Ornithology	4	
CH 101	General Chemistry I	4	
CH 102	General Chemistry II	4	
CH 214	Organic Chemistry I	3	
CH 215	Organic Chemistry I Lab	1	

Chart continues to next page

Choose one from the following (4 credits)			
PH 110	**General Physics I**	**4**	
PH 111	**General Physics II**		
PH 120	**Introductory Mechanics**		
Choose one from the following (3 credits)			
MA 141	**Calculus I**	**3**	
BG 300	**Biostatistics**		
		57	

See chart for Biology A.B. next page

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.

Biology A.B.			
BG 110	Concepts of Cellular Biology	4	
BG 111	Concepts of Organismal Biology	4	
Choose one from the following (4 credits)			
BG 202	Genetics	4	
BG 324	Molecular Cell Biology		
Choose one from the following (4 credits)			
BG 340	Evolutionary Biology	4	
BG 407	Ecology		
BG 403	Senior Seminar I	1	
BG 404	Senior Seminar II	1	
Electives [15 credits]			
BG 200	Mechanisms of Disease	3	
BG 201	Microbiology	4	
BG 204	Environmental Biology	4	
BG 206	General Zoology	4	
BG 207	General Botany	4	
BG 209	Animal Behavior	3	
BG 210	Human Anatomy & Physiology I	4	
BG 211	Human Anatomy & Physiology II	4	
BG 214	Carolina Vertebrates	3	
BG 215	Vertebrate Studies	1	
BG 220	Field Botany	2	
BG 301	Herpetology	4	
BG 302	Comparative Anatomy of the Vertebrates	4	
BG 303	Human Physiology	4	
BG 309	Ethology Lab	1	
BG 401	Animal Nutrition	3	

Chart continues to next page

BG 406	Methods in Environmental & Field Botany	3	
BG 408	Ornithology	4	
BG 430	Neurobiology	3	
CH 101	General Chemistry I	4	
CH 102	General Chemistry II	4	
		33	

See chart for Dual Degree - Biology next page

	Dual Degree - Biology		
BG 110	Concepts of Cellular Biology	4	
BG 111	Concepts of Organismal Biology	4	
BG 202	Genetics	4	
Choose 3 courses from the following (12 credits)			
[Min. of one course 300 level or above]			
BG 201	Microbiology	4	
BG 210	Human Anatomy & Physiology I	4	
BG 211	Human Anatomy & Physiology II	4	
BG 303	Human Physiology	4	
BG 324	Molecular Cell Biology	4	
BG 340	Evolutionary Biology	4	
BG 407	Ecology	4	
CH 101	General Chemistry I	4	
CH 102	General Chemistry II	4	
MA 141	Calculus I	3	
MA 142	Calculus II	3	
MA 241	Calculus III	3	
MA 242	Calculus IV	3	
PH 120	Introductory Mechanics	4	
PH 121	Introductory Electromagnetism	4	
		52	

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 (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.

408. Ornithology (4 s.h.)

Prerequisites: 110, 111. A study of avian taxonomy, morphology, physiology, behavior, communication, migration, conservation, extinction, and other important topics related to the natural history and ecology of birds, with a focus on the southeastern U.S. Laboratory investigations will focus on field observations and techniques. 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.

430. Neurobiology (3 s.h.)

Prerequisite: BG 210. This course is an extensive study of the structure and function of the nervous system. It is intended to build upon the concepts learned in human anatomy and physiology. Beginning with the level of cell membrane receptors

and ion movements, students will learn how neurons communicate, how sensory and motor information is received, and the pathways in which information is delivered. Also, complex processes such as memory, emotion, and speech will be discussed. When appropriate, pathology and therapeutic options will be explored. Offered alternate fall terms.

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.

Chemistry and Physics

Professors Hahn, Hayden, Michonova (Chair)

The Department of Chemistry and Physics prepares students for success in post-graduate academic programs and for a wide range of career options. An undergraduate degree in chemistry from Erskine College provides an excellent foundation for advanced study or careers in chemistry, biochemistry, environmental science, and other related science and engineering fields. The Bachelor of Science degree in chemistry is designed for those students intending to pursue a career in chemistry; either those planning to attend graduate school, or those planning to become industrial or governmental chemists. Students pursuing careers in health professions including medicine, dentistry, and pharmacy are well-served by the BS degree with an emphasis in biochemistry. The BS in chemistry with an environmental emphasis is designed for students interested in careers in environmental science, environmental engineering, or industrial chemistry. The Bachelor of Arts degree in chemistry is primarily designed to provide a chemistry foundation for students with a primary BS degree in another field.

Since an understanding of chemistry and physics is essential in the study of many other disciplines and for navigating 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 communicate effectively, reason abstractly, and develop an understanding of the natural environment.

See chart for Chemistry A.B. next page

Chemistry A.B.			
CH 101	General Chemistry I	4	
CH102	General Chemistry II	4	
CH 205	Analytical Chemistry	4	
CH 214	Organic Chemistry I	3	
CH 215	Organic Chemistry I Lab	1	
CH 216	Organic Chemistry II	3	
CH 217	Organic Chemistry II Lab	1	
CH 315	Junior Seminar	1	
CH 405	Instrumental Analysis	4	
CH 415	Senior Seminar	1	
MA 141	Calculus I	3	
MA 142	Calculus II	3	
MA 205	Elementary Statistics	3	
Choose one of the two groups (8 credits)			
PH 110	General Physics I	4	
PH 111	General Physics II	4	
OR			
PH 120	Intro Mechanics	4	
PH 121	Intro Electromagnetism	4	
Choose one from the following (3-4 credits)			
CH 306	Inorganic Chemistry	3	
CH 320/321	Biochemistry/Lab	4	
Choose one from the following (4 credits)			
CH 401	Physical Chemistry I	4	
CH 402	Physical Chemistry II		
		51	

See chart for Chemistry B.S. next page

Chemistry B.S.			
CH 101	General Chemistry I	4	
CH102	General Chemistry II	4	
CH 205	Analytical Chemistry	4	
CH 214	Organic Chemistry I	3	
CH 215	Organic Chemistry I Lab	1	
CH 216	Organic Chemistry II	3	
CH 217	Organic Chemistry II Lab	1	
CH 315	Junior Seminar	1	
CH 401	Physical Chemistry I	4	
CH 402	Physical Chemistry II	4	
CH 405	Instrumental Analysis	4	
CH 415	Senior Seminar	1	
MA 141	Calculus I	3	
MA 142	Calculus II	3	
MA 205	Elementary Statistics	3	
Choose one of the two groups (8 credits)			
PH 110	General Physics I	4	
PH 111	General Physics II	4	
OR			
PH 120	Intro Mechanics	4	
PH 121	Intro Electromagnetism	4	
Choose one from the following (3-4 credits)			
CH 306	Inorganic Chemistry	3	
CH 320/321	Biochemistry/Lab	4	
		55	

See chart for Chemistry – Environmental Emphasis next page

Chemistry – Environmental Emphasis			
CH 101	General Chemistry I	4	
CH102	General Chemistry II	4	
CH 205	Analytical Chemistry	4	
CH 207	Environmental Biology	4	
CH 214	Organic Chemistry I	3	
CH 215	Organic Chemistry I Lab	1	
CH 216	Organic Chemistry II	3	
CH 217	Organic Chemistry II Lab	1	
CH 315	Junior Seminar	1	
CH 401	Physical Chemistry I	4	
CH 405	Instrumental Analysis	4	
CH 415	Senior Seminar	1	
MA 141	Calculus I	3	
MA 142	Calculus II	3	
MA 205	Elementary Statistics	3	
Choose one of the two groups (8 credits)			
PH 110	General Physics I	4	
PH 111	General Physics II	4	
OR			
PH 120	Intro Mechanics	4	
PH 121	Intro Electromagnetism	4	
Choose two from the following (8 credits)			
BG 201	Microbiology	8	
BG 407	Ecology		
BG 204	Environmental Biology		
		59	

See chart for Dual Degree – Chemistry next page

Dual Degree – Chemistry			
CH 101	General Chemistry I	4	
CH102	General Chemistry II	4	
CH 214	Organic Chemistry I	3	
CH 215	Organic Chemistry I Lab	1	
CH 216	Organic Chemistry II	3	
CH 217	Organic Chemistry II Lab	1	
Choose one from (3-4 credits)			
CH 205	Analytical Chemistry	4	
CH 320	Biochemistry	3	
CH 401	Physical Chemistry I	4	
Choose one from (3-4 credits)			
CH 322	Advanced Biochemistry	3	
CH 402	Physical Chemistry II	4	
CH 405	Instrumental Analysis	4	
CH 315	Junior Seminar	1	
MA 141	Calculus I	3	
MA 142	Calculus II	3	
MA 241	Calculus III	3	
MA 242	Calculus IV	3	
PH 120	Introductory Mechanics	4	
PH 121	Introductory Electromagnetism	4	
		45	

Chemistry Major (CH)

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 3 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 at least four of the ACS end of course exams.

101. General Chemistry 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, oxidation-reduction reactions, thermochemistry, behavior of gases, the periodic table; chemical bonding, phase changes, and solutions. Weekly lab. Fee required. Credit may not be awarded for both Chemistry 101 and Chemistry 105.

102. General Chemistry II (4 s.h.)

Prerequisite: 101. Topics covered include: intermolecular forces, thermodynamics, chemical equilibrium, rates of reaction, acids and bases, coordination compounds, and electrochemistry. Weekly lab. Fee required.

103. Chemistry Honors Laboratory (0 s.h.)

Corequisite: 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. Weekly laboratory. Fee required. This course may not be used to satisfy the requirements for the chemistry major or minor. Credit may not be awarded for both Chemistry 101 and Chemistry 105.

205. Analytical Chemistry (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, precipitation reactions; oxidation-reduction reactions; electrochemical analysis; ultraviolet-visible spectroscopy; atomic absorption spectroscopy; and gas chromatography. Laboratory (six hours a week) consists of analysis of unknowns by standard volumetric, gravimetric and instrumental methods. Fee required.

207. Environmental Chemistry (4 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. Weekly lab. 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.

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 for chemistry majors of Junior standing and/or who have completed at least 16 hours of chemistry courses. Required of all chemistry 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.

321. Biochemistry Lab (1 s.h.)

A laboratory course, when offered, that must be taken concurrently with CH 320. This course is an introduction to modern analytical techniques used for the separation and characterization of biochemical macromolecules. Fee required.

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: CH 401. 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.

405. Instrumental Analysis (4 s.h.)

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 chromatography, 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 for chemistry majors of Senior standing (or early graduates). Each student will give two oral presentations to the class and submit a senior thesis. Required of all chemistry majors.

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 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.

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.

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.

Business (BA)

Professors Briggs, Elledge (Chair), Gibson, Menke, Murray, Williams

Mission

The Department of 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.

Transition to the School of Business

The Department of Economics and Business is transitioning to the School of Business, reflecting Erskine's commitment to academic excellence, industry relevance, and student success. As part of this transition, a formal admissions process is now required for certain majors to maintain academic rigor and ensure student readiness. See Appendix A for details.

See chart for Business Administration (B.S.) next page

	Business Administration B.S.		
BA 221	Prin. Of Econ: Macroeconomics	3	
BA 222	Prin. Of Econ: Microeconomics	3	
BA 231	Business Law	3	
BA 251	Principles of Accounting I	3	
BA 252	Principles of Accounting II	3	
BA 259	Intro. To Mgmt. Info Systems	3	
BA 324	Business Finance	3	
BA 333	Principles of Management	3	
BA 334	Principles of Marketing	3	
BA 490	Business Strategy	3	
BA 499	Business Internship	3	
MA 205	Elementary Statistics	3	
Choose one of the following (3 credits)			
BA 345	Small Business Development	3	
BA 380	Entrepreneurship		
Choose one of the following (3 credits)			
BA 201	Intro to Business	3	
SM 201	Intro to Sport Management		
Three courses of any 300-400 level			
BA ____		3	
BA ____		3	
BA ____		3	
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See chart for Accounting (B.S.) next page

Accounting B.S.			
BA 221	Principles Of Economics: Macroeconomics	3	
BA 222	Principles Of Economics: Microeconomics	3	
BA 231	Business Law	3	
BA 251	Principles of Accounting I	3	
BA 252	Principles of Accounting II	3	
BA 259	Introduction To Managment Information Systems	3	
BA 324	Business Finance	3	
BA 333	Principles of Management	3	
BA 334	Principles of Marketing	3	
BA 351	Intermediate Accounting I	3	
BA 352	Intermediate Accounting II	3	
BA 354	Cost Accounting	3	
BA 456	Income Tax	3	
BA 458	Auditing	3	
BA 460	Accounting Information Systems	3	
BA 480	Accounting Seminar	3	
MA 205	Elementary Statistics^	3	
		51	

See chart for Digital Marketing (B.S.) next page

Digital Marketing B.S.			
BA 221	Principles Of Economics: Macroeconomics	3	
BA 222	Principles Of Economics: Microeconomics	3	
BA 231	Business Law	3	
BA 251	Principles of Accounting I	3	
BA 252	Principles of Accounting II	3	
BA 259	Introduction To Managment Information Systems	3	
BA 324	Business Finance	3	
BA 333	Principles of Management	3	
BA 334	Principles of Marketing	3	
BA 490	Business Strategy	3	
MA 205	Elementary Statistics	3	
Choose one of the following (3 credits)			
BA 345	Small Business Development	3	
BA 380	Entrepreneurship	3	
LCMC Consortium Courses (Major Req.)			
DM 201	Intro to Digital Marketing	3	
DM 203	Going Viral and Organic Growth	3	
DM 301	Social Media Marketing, Brand Awareness, and Engagement	3	
DM 302	Lifecycle and Email Marketing	3	
DM 304	Digital Marketing Analytics & Experimentation	3	
		51	

See chart for Supply Chain Management (B.S.) next page

Supply Chain Management B.S.			
BA 221	Principles Of Economics: Macroeconomics	3	
BA 222	Principles Of Economics: Microeconomics	3	
BA 231	Business Law	3	
BA 251	Principles of Accounting I	3	
BA 252	Principles of Accounting II	3	
BA 259	Introduction To Managment Information Systems	3	
BA 320	Project Management	3	
BA 324	Business Finance	3	
BA 333	Principles of Management	3	
BA 334	Principles of Marketing	3	
BA 344	Production Management	3	
MA 205	Elementary Statistics*	3	
LCMC CONSORTIUM COURSES			
SC 201	Forecasting and Logistics	3	
SC 202	Sourcing and Operations	3	
SC 301	Supply Chain Managment Tech	3	
SC 302	Supply Chain in Action	3	
SC 401	Capstone	3	
		51	

Modifications from any program require written approval of the department. Students are encouraged to take an internship in the summer between the junior and senior year.

Artificial Intelligence Minor

A minor may be earned in Artificial Intelligence by students in other majors consisting of 21 hours which must include:

- AIL 201 AI for Everyone
- AIL 202 AI for Decision Making
- AIL 301 AI for Creative and Design
- AIL 302 AI Ethics
- BA 320 Project Management
- BA 347 Business Communication
- BA 359 Management Information Systems

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.*

Business Analytics Minor

A minor may be earned in Business Analytics by students in other majors consisting of 15 hours which must include:

- BAM 201 Foundations of Data Analytics I
- BAM 202 Foundations of Data Analytics II
- BAM 301 Business Analytics
- BAM 400 Career Navigation
- BA 359 Management Information Systems

**MA 205 Elementary Statistics is a prerequisite.*

Certified Financial Planning Minor

A minor may be earned in Certified Financial Planning by students in other majors consisting of 21 hours which must include:

- CFP 301 General Principles of Financial Planning
- CFP 302 Risk Management & Insurance Planning
- CFP 303 Investment Planning
- CFP 304 Tax Planning
- CFP 305 Retirement Savings & Income Planning
- CFP 306 Estate Planning
- CFP 307 Financial Plan Development

**MA 205 and BA 201 are prerequisites for business majors.*

Note: This 21-hour minor aligns with the educational requirements set by the CFP Board for those pursuing Certified Financial Planner™ certification.

Health Care Administration 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 administration minor. The minor in health care administration introduces students to this growing field from a perspective of life science and business management.

The health care administration 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.

Not-for-Profit Administration Minor

A minor may be earned in Not-for-Profit Administration by students in other majors consisting of 18 hours which must include:

- BA 220 Christian Leadership in Business
- BA 301 Risk Management in Not-for-Profit Organizations
- * BA 335 Accounting for Government & Not-for-Profits
- BA 336 Sales Management
- BA 375 Service Learning
- BA 390 Corporate Municipal Sponsorship

**BA251 and BA252 are prerequisites.*

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.

See chart for Sport Managment next page

Sport Management			
Choose one of the following (3 credits)			
SM 220	Sport Communications	3	
BA 259	Intro to Management Information Systems		
SM 250	Sport Ethics	3	
SM 326	Economics & Finance of Sport	3	
SM 340	Org. & Admin. Of Sport, P.E. & Rec.	3	
SM 385	Event & Facility Management	3	
SM 418	Field Experience in Sport Management	1	
SM 419	Field Experience Pt. II	1	
SM 480	Sport Management Seminar	2	
SM 429	Sport Mgmt. Internship Reflection	2	
SM 499	Internship in Sport Management	3	
Choose one of the following (3 credits)			
BA 221	Prin. Of Economics : Macroeconomics	3	
BA 222	Prin. Of Economics: Microeconomic		
Choose one of the following (3 credits)			
BA 231	Business Law	3	
SM 231	Sport Law		
BA 251	Principles of Accounting I	3	
BA 252	Principles of Accounting II	3	
BA 333	Principles of Management	3	
Choose one of the following (3 credits)			
BA 334	Principles of Marketing	3	
SM 334	Sport Marketing		
Choose one of the following (3 credits)			
BA 343	Human Resource Management		
BA 345	Small Business Development	3	
BA 380	Entrepreneurship		
SM 380	Sport Entrepreneurship		

Chart continues next page

PE 318	Mgmt. of Sport, Fitness, Health & PE	3	
Choose one of the following (3 credits)			
PE 308	Theory & Psychology of Coaching	3	
PY 315	Sport Psychology		
		51	

Sport Management Minor

A minor may be earned in sport management by completing the following 18 hours of coursework.

- SM 220 Sport Communications
- SM 250 Sport Ethics
- SM 334 Sport Marketing
- SM 326 Economics and Finance of Sport
- SM 340 Organization and Administration of Sport, Physical Education, and Recreation
- SM 385 Event and Facility Management

Artificial Intelligence (AIL)

201. AI For Everyone (3 credits)

Artificial Intelligence (AI) is transforming industries, reshaping jobs, and driving innovation. This non-technical, business-focused AI course equips students with the foundational skills needed to leverage AI tools responsibly and creatively in the workplace. Students will learn to identify business problems AI can solve, master prompt engineering for optimal AI outputs, evaluate AI-generated content, and analyze ethical and privacy considerations.

202. AI For Decision Making (3 Credits)

Artificial Intelligence (AI) decisions are only as effective as the questions asked. This course teaches students how to formulate the right questions, craft better prompts, and maximize AI-driven productivity and innovation. Through hands-on learning, students will compare and contrast AI strengths and limitations, evaluate AI-generated outcomes, and develop critical thinking skills for responsible AI use.

301. AI for Creative Thinking (3 Credits)

Students will explore iterative prompting, AI-driven research techniques, and functional evaluation metrics that top professionals use to optimize workflows and innovation. Through hands-on projects, students will learn to integrate AI tools into various business and creative skill sets, applying them to real-world scenarios. By the end of the course, students will have the ability to harness AI for problem-solving, strategic thinking, and creative growth in their careers.

302. AI Ethics

This course examines the ethical theories and legal frameworks surrounding AI deployment, helping students understand how businesses and individuals can use AI responsibly. Topics include bias in AI models, data privacy, intellectual property, and governance, ensuring students develop a well-rounded perspective on the risks and responsibilities of AI use.

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 to 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.

301. Risk Management in Not-for-Profit Organizations

This course addresses risk assessment, liability concerns, financial accountability, governance, and strategic planning specific to nonprofit organizations. It complements existing coursework in management, finance, and leadership, ensuring students gain a well-rounded understanding of nonprofit operations.

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 and Ethics (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 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: BA 333 and BA 334. 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.

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, amphitheaters, 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. Cross-listed as SM 385.

390. Corporate Municipal Sponsorship and Funding (3 s.h.)

This course will examine the principles of acquiring, managing, and evaluating sponsorship and fundraising strategies for nonprofit organizations. A central focus will be on developing mutually beneficial partnerships that provide value to sponsors while advancing the mission of the nonprofit, rather than relying on a traditional donation-based model. Additionally, we will explore other key fundraising techniques, such as individual giving campaigns, grant writing, and community-based promotions, and how they complement sponsorship efforts to enhance the sustainability of nonprofit organizations.
Prerequisites: BA 333, BA 334, or permission of the instructor.

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.

Business Analytics (BAM)

201. Foundation (3 s.h.)

This course introduces students to core concepts of data analysis, statistical inference, and visualization using real-world datasets. By the end of the course, students will be able to analyze large datasets, draw meaningful conclusions, and present data-driven insights, enhancing their decision-making and problem-solving skills across various industries.

202. Foundation II (3 s.h.)

This course explores how data analytics is applied in professional settings. Students will examine the roles of data analysts and data scientists, machine learning fundamentals, and big data applications. Through hands-on projects, students will learn to design and execute data-driven experiments, assess business challenges, and leverage analytics to inform strategy.

301. Business Analytics (3 s.h.)

This course provides students with hands-on experience using the most common business analytics tools, including SQL

and Tableau, to extract, analyze, and visualize data. Students will learn the principles of database design, hypothesis testing, and big data applications within the business landscape.

302. Business Analytics 2 (3 s.h.)

This course introduces advanced SQL and Tableau skills, along with predictive modeling techniques used in real-world business scenarios. Students will work through business case studies to apply their knowledge, developing skills in forecasting, data-driven strategy, and performance analysis.

400. Career Navigation (3 s.h.)

This course is designed to help students secure a fulfilling and financially rewarding career in analytics. Students will explore career paths, salary expectations, and industry demand to align their goals with market opportunities. Through hands-on activities, they will assess skills needed for success, identify target job roles, and create a personalized career roadmap.

Certified Financial Planning (CFP)

301. General Principles of Financial Planning (3 Credits)

This course provides a comprehensive examination of risk management and insurance planning for individuals and families, covering approximately 17% of the CFP® Certification Examination topics. Students will learn to analyze and evaluate risk exposures and explore core insurance coverages, including health, disability, long-term care, life, and personal property and casualty (homeowners' and auto policies)

302. Risk Management & Insurance Planning (3 Credits)

This course explores the securities market, investment strategies, and portfolio management. Topics include risk/return analysis, stocks, bonds, options, futures, and security evaluation, culminating in portfolio construction and analysis. Students will learn to evaluate asset classes based on investment objectives, time horizons, risk tolerance, and tax implications, ensuring they can develop suitable investment strategies for clients.

303. Investment Planning (3 Credits)

This course provides a comprehensive understanding of taxation for individuals, sole proprietorships, partnerships, and corporations. Students will analyze the tax implications of investments, insurance, annuities, and retirement planning while learning strategies to minimize tax liabilities legally and efficiently.

304. Tax Planning (3 Credits)

This course examines retirement planning strategies, focusing on retirement savings vehicles, income distribution, and tax considerations. Students will learn to evaluate different retirement plans, such as 401(k)s, IRAs, and annuities, and develop strategies for sustaining income in retirement. Topics include Social Security benefits, employer-sponsored plans, withdrawal strategies, and retirement risk management, ensuring students can craft comprehensive retirement solutions for clients.

305. Retirement Savings & Income (3 Credits)

This course introduces students to estate and gift tax planning, wealth transfer strategies, and the legal frameworks surrounding estate planning for individuals and business owners. Topics include federal gift, estate, and generation-skipping transfer taxes, income-tax effects of gifts and inheritances, and estate planning for incapacity.

306. Estate Planning (3 credits)

This course introduces students to estate and gift tax planning, wealth transfer strategies, and the legal frameworks surrounding estate planning for individuals and business owners. Topics include federal gift, estate, and generation-skipping

transfer taxes, income-tax effects of gifts and inheritances, and estate planning for incapacity. Students will analyze trusts, wills, power of attorney, and other estate planning tools, balancing tax and non-tax considerations to develop effective estate plans.

307. Financial Plan Development (3 Credits)

As the capstone course of the CFP® curriculum, this course provides students with hands-on experience in comprehensive financial planning. Through case studies and mock client interviews, students will develop, present, and defend detailed financial plans. Emphasis is placed on setting client expectations, effective communication, and real-world application of financial planning principles, ensuring students are prepared for professional financial advising roles.

Digital Marketing Courses (DM)

201. Social Media Marketing (3 s.h.)*

The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that. Prerequisite: BA 334

202. Email Marketing (3 s.h.)*

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, you'll learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, you'll know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. You'll also build your own marketing campaign. Prerequisite: EN 102

203. Viral and Organic Growth (3 s.h.)*

"Going Viral" is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, you will understand what drives viral sharing and learn how to facilitate it. Prerequisite: None

301. Search Engine Optimization/Search Engine Marketing (3 s.h.)*

How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course, you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. Prerequisite: BA 334

401. Digital Marketing Analytics (3 s.h.)*

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach you how to analyze digital customer behavior data using a range of tools and use that data to test marketing hypotheses and improve customer acquisition. Prerequisite: BA 334 and (MA 107 or MA 141) and (DM 201, DM 202 or DM 301) Recommended: PL 152, IT 170, and IT 270

** All the DM courses will be taught online through the Lower Costs Model for Independent Colleges Consortium (LCMC).*

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.

231. Sport Law (3 s.h.)

This course will explore the legal aspect of sport, which incorporates different areas of law. Students will understand concepts such as (but not limited to) Tort Law, Title IX, ADA, Contracts and Risk Management. As a result, they will understand how they as future managers are impacted and how they can minimize liability for sport organizations.

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. Careers in Sport Management (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.

365. International Sport Management (3 s.h.)

Prerequisites: SM 231, SM 334/BA 334, BA 333 or permission of the instructor. This course provides a comprehensive overview of the field of international sport management. Students will delve into topics such as global sports marketing, event management, sports and culture, international sports organizations, and the social impact of sports. They will also explore the ethical considerations and cultural sensitivities that arise in international sport management. This course equips students with the knowledge and skills to thrive in the dynamic and rapidly evolving field of global sport management.

380. Sport Entrepreneurship (3 s.h.)

Prerequisites: SM 231, BA 251, BA 333, SM 334/BA 334 or permission of the instructor. This course is designed to equip students with the knowledge and skills necessary to navigate the dynamic intersection of sports and business. This course explores the principles and practices of entrepreneurship within the context of the sports industry, emphasizing innovation, creativity, and strategic thinking.

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, amphitheaters, 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. Cross-listed as BA 385.

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 (2 s.h.)

Prerequisite: Students must have completed 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.

Supply Chain Management Courses (SC)

201. Forecasting and Logistics (3 s.h.) *

Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. Prerequisites: none

202. Sourcing and Operations (3 s.h.)*

In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. Prerequisites: SC 201

301. Supply Chain Technologies (3 s.h.) *

This course covers the major relevant supply chain technologies and systems. In this course you'll survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective. Prerequisites: SC 201 and SC 202

302. Supply Chain in Action (3 s.h.) *

Everything from the best concert you saw to your Covid-19 vaccine relies on the existence of effective supply chains. In this course, you'll learn about the application of supply chain systems to vital real-world functions. By the end of this class, you'll have a much better understanding of why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world. Prerequisites: none

401. Capstone (3 s.h.) *

This course— built in collaboration with corporate advisors— is the culmination of your work as a student of supply chain management. In this course you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals. Prerequisites: SC 201 and SC 202 Recommended: BA 354 and BA 347

** All the SC courses will be taught online through the Lower Costs Models for Independent Colleges Consortium (LCMC).*

Education

Professors Adams, Edmisten, Garren, Little (Chair), Thomasson

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 PK-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. A major in Physical Education with the addition of an Education minor (grades K-12) may also be earned.

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
• Instructional Plans • Student Work • Assessment	• 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	• Engaging Students and Managing Student Behavior • Expectations • Environment • Respectful Culture	• 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.

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:

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 the following coursework:
   English 102 or 103
   PH 106 Astronomy, BG 101 Biology, or CH105 Chemistry, GL 101 Geology
   Special Education 212 and Education 202
   Mathematics 107 or 141
4. Passing grade on Field Experiences, ED 202 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 majors only), PE 122, ED 309, MA 351, and MA 352 in which the teacher education candidate earns a letter grade of C 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 15 for Fall student teaching and by June 15 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.

See chart for Early Childhood Education next page

Early Childhood Education			
ED 202	Foundations & Teacher Shadow	4	
ED 210	Human Growth & Development	3	
ED 220	Foundations in Literacy ELA	3	
ED 300	Principles Of Learning & Diversity	3	
ED 309	Visual & Performing Arts for Class	3	
ED 320	Instructional Practices for Literacy	3	
ED 321	Content Area Literacy Early Childhood & Elementary	3	
ED 403	Assessment in Literacy (Reading)	4	
ED 404	Teaching of Social Studies PK-6	3	
ED 405	Teaching Science & Math PK-6	4	
ED 407	Classroom Management	3	
ED 408	Collaboration/Professionalism	2	
ED 409	Curriculum & Assessment/Young Child PK-3	3	
ED 411	Methods & Materials / Early Child ED PK-3	3	
ED 413	Field Experience 2	1	
ED 414	Field Experience 3	1	
ED 415	Field Experience 4	2	
ED 422	Elementary/Early Child Student Teach	10	
SE 212	Introduction to Exceptional Individuals	3	
SE 213	Field Experience I	1	
MA 351	Math for K-6 Teachers	3	
MA 352	Geometry for K-6 Teachers	3	
PE 122	Health & Physical Activity Integration	2	
		70	

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.

Elementary Education			
ED 202	Foundations & Teacher Shadow	4	
ED 210	Human Growth & Development	3	
ED 220	Foundations in Literacy ELA	3	
ED 300	Principles Of Learning & Diversity	3	
ED 309	Visual & Performing Arts for Class	3	
ED 320	Instructional Practices for Literacy	3	
ED 321	Content Area Literacy Early Childhood & Elementary	3	
ED 402	Methods/Material for Elementary Education	3	
ED 403	Assessment in Literacy (Reading)	4	
ED 404	Teaching of Social Studies PK-6	3	
ED 405	Teaching Science & Math PK-6	4	
ED 407	Classroom Management	3	
ED 408	Collaboration/Professionalism	2	
ED 413	Field Experience 2	1	
ED 414	Field Experience 3	1	
ED 415	Field Experience 4	2	
ED 422	Elementary/Early Child Student Teach	10	
MA 351	Math for K-6 Teachers	3	
MA 352	Geometry for K-6 Teachers	3	
PE 122	Health & Physical Activity Integration	2	
SE 212	Introduction to Exceptional Individuals	3	
SE 213	Field Experience I	1	
		66	

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 PK-12.

Special Education			
ED 202	Foundations & Teacher Shadow	4	
ED 210	Human Growth & Development	3	
ED 220	Foundations in Literacy ELA	3	
ED 300	Principles Of Learning & Diversity	3	
ED 309	Visual & Performing Arts for Class	3	
ED 320	Instructional Practices for Literacy	3	
ED 321	Content Area Literacy Early Childhood & Elementary	3	
ED 403	Assessment in Literacy (Reading)	4	
SE 212	Introduction to Exceptional Individuals	3	
SE 213	Field Experience I	1	
SE 214	Intro to Mild Disabilities	3	
SE 301	Elementary Special Education Methods	3	
SE 302	Assesessment In Special Education- Mild Disabilities	3	
SE 303	Language Arts for Mild Disabilities	3	
SE 407	Classroom Management	3	
SE 408	Collaboration/Professionalism	2	
SE 409	Secondary Special EducationMethods	3	
SE 416	Field Experience II	1	
SE 417	Field Experience III	1	
SE 418	Field Experience IV	2	
SE 426	Special Education Student Teaching	10	
MA 351	Math for K-6 Teachers	3	
MA 352	Geometry for K-6 Teachers	3	
PE 122	Health & Physical Activity Integration in Education	2	
		72	

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, Junior Spring only), ED 302, 303, 304, or 305 depending on their content area of certification and ED 419 (Secondary Methods – junior, Spring only), ED 300 (Principles of Learning and Diversity – junior, Fall), ED 407 (Classroom Management – 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 Program (K-12)

The Physical Education 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 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. Physical Education 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 majors must take a minimum of 45 hours in physical education, 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 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 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.

See chart for Physical Education next page

Physical Education			
HE 216	Emergency Response	1	
HE 402	Kinesiology	3	
HE 403	Physiology of Exercise	3	
PE 102	Foundation of Health & Wellness	4	
PE 208	Intro to PE	3	
PE 210	Individual Sport	3	
PE 214	Adaptive PE Method & Materials	3	
PE 218	Mgmt. of Sport, Fitness, Health & PE	3	
PE 303	Elem. PE Methods, Mat & Asses.	3	
PE 308	Theory & Psychology of Coaching	3	
PE 411	Field Exp. In Coaching a Major Sport	1	
PE 420	Mat., Meth., & Asses. In Mid-Sch/PE	4	
Electives (9 credits)			
HE 317	Human Nutrition in Health & Disease	9	
HE 417	Essentials of Sport and Human Perf.		
PE 206	Team Sports I		
PE 207	Team Sports II		
Choose one of the following (4 credits)			
BG 210	Human Anatomy & Physiology I	4	
BG 211	Human Anatomy & Physiology II		
To Certify for Secondary Education			
ED 202	Foundations & Teacher Shadow	4	
ED 210	Human Growth & Development	3	
ED 300	Principles of Learning & Diversity	3	
ED 408	Collaboration/Professionalism	2	
ED 416	Content Area Lit. for PK-12 Teachers	3	
ED 418	Field Exp. Reading/Secondary	1	
ED 420	Field Exp. & Meth. Seminar for PE	2	
PE 412	Field Exp. In Teaching Elem. PE	1	
PE 424	Student Teaching	10	
SE 212	Intro to Exceptional Individuals	3	
SE 213	Field Experience I	1	
		80	

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).

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 HE 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 HE 216, HE 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 three-credit course ED 202: Foundations and Teacher Shadow.

105. Educational Psychology (3 s.h.)

Pre-requisite: Participation and successful completion of Teacher Cadet-Experiencing Education in partnership with S.C. Center for Educator Recruitment, Retention, and Advancement (CERRA) in an institution of higher education. This course will include lecture, discussion, observation, demonstration, modeling, cooperative learning, teamwork in pairs and small groups, hands-on activities, projects (research, computer, video, or multimedia), presentations, tests, readings, essays, online activities, and self-evaluations. Students are required to complete field experience activities to make connections between theory and practice.

202. Foundations and Teacher Shadow (3 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) (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.

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. (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 a 25-hour field experience where candidates assess, plan, instruct, and reflect on lessons and best practices is a required component. (Juniors, Fall)

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.

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. (Juniors, 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 adamancy vocabulary and enhance comprehension. Critically

examines educational practices, learning environments, and curriculum materials which embrace diversity. Completion of field experience hours in a public school classroom where candidates assess, plan instruct, and reflect on best practice is a required component. (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. (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. (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. (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. (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. (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. (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. (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 PK-12 requiring an individualized general curriculum provided in a variety of service delivery options. (Sophomores, Spring Only)

215. Early Childhood Special Education (3 s.h.)

This course provides an overview of the field of early childhood special education (ECSE) for children from birth through age eight. Students will explore the history, philosophy, and legal foundations of ECSE, including key legislation, such as Part C of IDEA. Emphasis is placed on understanding developmental milestones, recognizing diverse learning needs, and applying evidence-based instructional strategies to support young children with disabilities and developmental delays. Topics include early identification and assessment, individualized family service plan (IFSP) development, family-centered practices, cultural and linguistic responsiveness, and collaboration with interdisciplinary teams. Through readings, discussions, and applied activities, students will gain foundational knowledge and skills necessary for creating inclusive, developmentally appropriate learning environments that promote the growth and participation of all children.

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)

310. Special Education Law (2 s.h.)

This course provides an in-depth look at laws impacting the education of studnets with disabilities. Students will study the history of the education of students with disabilities and how the changes in laws have impacted these students. The goal of this course is to familiarize students with federal law, including, but not limited to, the Individuals with Disabilities in Education Act (IDEA), Section 504 of hte Rehabilitation Act, The Americans with Disabilities Act (ADA) of 1990, Family and Educational Rights Privacy Act (FERPA), The Assistive Technology Act, and Every Student Succeeds Act (ESSA). The course will also explore key issues in special education set forth by key U.S. Supreme Court cases and decisions, and how these decisions have impacted the practice and application of the law in schools. Designed for Special Education majors, but open to any interested.

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. (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. (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 . (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 ones'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, Fall)

204. (I) Principles and Techniques in Strength Training for Physical Education (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. Physical Education majors and/or non-athletes only. Class size limit 12.

206. Team Sports I (3 s.h.)

Techniques and skills necessary for teaching and officiating flag football, softball, volleyball, and team handball. 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, bowling, 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.

303. Elementary Physical Education Methods, Materials, and Assessment (4 s.h.)

Recommended prerequisite: PE 208. Recommended corequisite: Admission in the Teacher Education Program, Maintenance of Good Standing: 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. Real-life teaching experience with home-school population and/or in a public school system.

305. (II) Principles and Techniques in Strength Training for Physical Education (3 s.h.)

Prerequisite: PE 204. 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 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.

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).

412. Field Experience in Teaching Elementary Physical Education (1 s.h.)

Prerequisite: Admission in the Teacher Education Program, Maintenance of Good Standing. 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, and be evaluated using the Expanded ADEPT system. (Juniors, Fall only)

414. 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 middle/secondary physical education program. Students observe and assume responsibility for planning, implementing and evaluating lessons. 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. (Juniors, Spring 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 and Health (4 s.h.)

Prerequisite: PE 208 and PE 303. Recommended corequisite: Admission in the Teacher Education Program, Maintenance of Good Standing: PE 414. Practical techniques and activities of effective teaching in middle school and secondary physical education. Assessment, curriculum development, instructional techniques, and classroom management 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 324, with minimum of one course at the 300 level or above.

Chemistry: CH 214, 215, 216, and 217; one from CH 205, 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	Environmental Engineering
Biosystems Engineering	Electrical Engineering
Chemical Engineering	Industrial Engineering
Civil Engineering	Materials Science and Engineering
Computer 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 Huddleston, Kinlaw, Schott (Chair)

VISION: The Erskine English Department prepares students to fulfill their callings in society thoughtfully, insightfully, and compassionately, infused with the values of the Christian tradition. The English Department uses the study of literary arts to equip students with essential skills in reading, writing, and critical thinking, and to deepen the understanding of their participation in the greater human community.

MISSION: To prepare students to think cogently, to communicate effectively, and to appreciate and actively participate in the ongoing story of human beings' relationship with God and with one another.

The Core Curriculum requirements in English are EN 102 and one literature course. Students may take an additional English course, literature or otherwise, to fulfill the general Humanities requirement.

See chart for English next page

English			
EN 201-216	Literature Survey	3	
EN 201-216	Literature Survey	3	
EN _____	English Elective	3	
EN _____	English Elective	3	
EN _____	English Elective	3	
EN 400-499	Upper-Level English Elective	3	
EN 400-499	Upper-Level English Elective	3	
EN 400-499	Upper-Level English Elective	3	
EN 350	Literary Criticism	3	
EN 450	Senior Seminar	3	
EN _____	Pre-1800 (from above courses)		
		30	

The English minor consists of 15 hours beyond EN 102. These credits must include at least one 200-level survey (201, 202, 205, 206, 207, 215, 216) and 3 credits at the 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 301 Genre Study: Young Adult Literature.

The Department of English will grant the designation of "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" or "A-minus" on senior thesis course.
5. Presentation of the thesis before department faculty and peers.

English (EN)

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 and critical thinking skills through the study of literature. Literature will be selected to explore particular themes, genres, or subjects. Emphasis is placed on academic writing and the building of a vocabulary for analyzing literature.

201. British Literature to 1700 (3 s.h.)

Prerequisite: 102; Prerequisite or corequisite: HNRS 102. A study of British literature from the Old English period to the 18th century, selected to explore relevant themes, genres, or subjects.

202. British Literature from 1700-today (3 s.h.)

Prerequisite: 102; Prerequisite or corequisite: HNRS 102. A study of British literature from 1700 to today, selected to explore relevant themes, genres, or subjects.

205. American Literature: Beginnings through Romanticism (3 s.h.)

Prerequisite: 102; Prerequisite or corequisite: HNRS 102. A study of American literature from the colonial era to the 19th century, selected to explore relevant themes, genres, or subjects.

206. American Literature: Realism to Modernism (3 s.h.)

Prerequisite: 102; Prerequisite or corequisite: HNRS 102. A study of American literature from the mid-19th century to mid-20th century, selected to explore relevant themes, genres, or subjects.

207. American Literature After 1945 (3 s.h.)

Prerequisite: 102. A study of American literature from the mid-20th century to today, selected to explore relevant themes, genres, or subjects.

215. World Literature to 1600 (3 s.h.)

Prerequisite: 102; Prerequisite or corequisite: HNRS 102. A study of literature from ancient times to the 17th century, selected to explore relevant themes, genres, or subjects.

216. World Literature 1600-today (3 s.h.)

Prerequisite: 102; Prerequisite or corequisite: HNRS 102. A study of literature from the 17th century to today, selected to explore relevant themes, genres, or subjects.

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. Does not satisfy Core literature requirement but does satisfy general Humanities requirement.

221. Journalism (3 s.h.)

Prerequisite: 102; Prerequisite or corequisite: HNRS 102. An introduction to news writing, reporting, and interviewing. Topics may also include photojournalism and newscasting. Class members are encouraged to help publish the Mirror under the direction of the editor. Does not satisfy Core literature requirement but does satisfy general Humanities requirement.

230. Creative Writing Workshop (3 s.h.)

A study of the principles and techniques of creative writing. The genre (fiction, creative nonfiction, poetry, etc.), will be specified each semester by the instructor in the course offering directory. Students will engage in individual and group evaluation and discussion of each other's work.
[Does not satisfy Core literature requirement but does satisfy general Humanities requirement.]

301: Genre Study (3 s.h.)

Prerequisite: 102 or HNRS 102. An in-depth study of literary and creative arts relating to a particular genre or movement. Examples include but are not limited to lyric poetry, fantasy and science fiction, and literature for young adults. The genre or movement will be specified each semester by the instructor in the course offering directory. Students may receive credit for the course more than once on different subjects.

311: Period Study (3 s.h.)

Prerequisite: 102 or HNRS 102. An in-depth study of literary and creative arts relating to a particular period. Examples include but are not limited to Romantic literature, Victorian literature, and Postcolonial literature. The period will be specified each semester by the instructor in the course offering directory. Students may receive credit for the course more than once on different subjects.

321: Author Study (3 s.h.)

Prerequisite: 102 or HNRS 102. An in-depth study of literary and creative arts relating to a particular author. Examples include but are not limited to Shakespeare, Jane Austen, and C.S. Lewis. The author will be specified each semester by the instructor in the course offering directory. Students may receive credit for the course more than once on different subjects.

331: Special Topics (3 s.h.)

Prerequisite: 102 or HNRS 102. An in-depth study of literary and creative arts not otherwise encompassed by genre, period, or author. The topic of study will be specified each semester by the instructor in the course offering directory. Students may receive credit for the course more than once on different subjects.

350. Literary Criticism and Theory (3 s.h.)

Prerequisite: 102. A study of literary critical models and theories of interpretation relevant for making literary judgments, writing about texts, and situating textual analysis within larger interpretive frameworks within historical and contemporary contexts.

360: Studies in Visual Media (3 s.h.)

Prerequisite: 102 or HNRS 102. An in-depth study of numerous types of visual media as persuasive means of communication, such as photographs, films/video, television episodes, advertisements, and illustrations. Students will learn how certain industries use such media to persuade their audiences. Does not satisfy Core literature requirement but does satisfy general Humanities requirement.

401: Advanced Genre Study (3 s.h.)

Prerequisite: 102 or HNRS 102. Advanced-level study of literary and creative arts relating to a particular genre or movement. Students will engage in high-level research and writing in exploration of the subject. The genre or movement will be specified each semester by the instructor in the course offering directory. Students may receive credit for the course more than once on different subjects.

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. Does not satisfy Core literature requirement but does satisfy general Humanities requirement.

408. Advanced Grammar and Style (3 s.h.)

Prerequisite: 102 or HNRS 102. Instruction and review of standard grammar and formal writing style. Intended to be useful for any student of writing but of particular use to students intending to go into teaching, publishing, or editing. Does not satisfy Core literature requirement but does satisfy general Humanities requirement.

410. Independent Study (3 s.h.)

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 and minors.

411. Advanced Period Study (3 s.h.)

Prerequisite: 102 or HNRS 102. Advanced-level study of literary and creative arts relating to a particular period. Students will engage in high-level research and writing in exploration of the subject. The period will be specified each semester by the instructor in the course offering directory. Students may receive credit for the course more than once on different subjects.

414. Special Topics Advanced Study (3 s.h.)

Specialized or in-depth study of a selected topic, genre, author, or theme. With departmental approval, this course may be repeated for credit. On demand.

420. Advanced Creative Writing Workshop (3 s.h.)

Prerequisite: 230 (any genre). Advanced study in creative writing for students wishing to hone their skills on a semester-long project. The genre (fiction, creative nonfiction, poetry, etc.), will be specified each semester by the instructor in the course offering directory. Students will engage in individual and group evaluation and discussion of each other's work. Does not satisfy Core literature requirement but does satisfy general Humanities requirement.

421. Advanced Author Study (3 s.h.)

Prerequisite: 102 or HNRS 102. Advanced-level study of literary and creative arts relating to a particular author. Students will engage in high-level research and writing in exploration of the subject. The author will be specified each semester by the instructor in the course offering directory. Students may receive credit for the course more than once on different subjects.

431. Advanced Special Topics (3 s.h.)

Prerequisite: 102 or HNRS 102. An in-depth study of literary and creative arts not otherwise encompassed by genre, period, or author. Students will engage in high-level research and writing in exploration of the subject. The topic of study will be specified each semester by the instructor in the course offering directory. Students may receive credit for the course more than once on different subjects.

450. Senior Seminar (3 s.h.)

A course supporting the writing of the senior thesis. Students will propose a thesis project in an academic or creative subject and complete this project over the course of the semester. The project will then be presented to the department and the students' peers. Required of all English majors, ordinarily in the fall of their senior year. Minors may take the course with instructor permission.

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 Courses

110. Theater Practicum (1 s.h.)

A course providing "hands-on" experience in specific aspects of theater production. Students earn course credit by successfully completing assigned responsibilities for some aspect(s) of mounting a stage production on campus or with a local theater company. Minimum hours are required. Credit is awarded only for quality work, contracted with and supervised by local production staff. Course may be repeated for credit, and students must take three hours of 110 to fulfill the Humanities requirement in the Core. A maximum of eight practicum hours may be applied toward graduation requirements.

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.

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.

Health Science (HE)

Professors Brownlee (Chair), DiMucci-Ward

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.

See chart for Health Science next page

Health Science B.S.			
HE 201	The U.S. Healthcare System	3	
HE 202	Medical Terminology	1	
HE 203	Field Experience in Healthcare I	1	
HE 303	Field Experience in Healthcare II	1	
HE 317	Human Nutrition in Health & Disease	3	
HE 401	Research Methods in Health Science	2	
HE 402	Kinesiology	3	
HE 403	Physiology of Exercise	3	
BG 110	Concepts of Cellular Biology	4	
BG 111	Concepts of Organismal Biology	4	
BG 210	Human Anatomy & Physiology I	4	
BG 211	Human Anatomy & Physiology II	4	
CH 101	General Chemistry	4	
Choose one from the following (3 credits)			
BG 200	Mechanisms of Disease	3	
BG 230	Introduction to Global Health		
ED 210	Human Growth & Development		
PY 306	Abnormal Psychology		
PY 313	Developmental Psychology		
Choose one from the following (4 credits)			
CH 102	General Chemistry II	4	
PH 110	General Physics I		
Choose one from the following (3-4 credits)			
BG 201	Microbiology	4	
BG 202	Genetics	4	
BG 303	Human Physiology	4	
HE 204	Intro to Pharmacology	3	
HE 301	Fundamentals of Public Health	3	
PH 111	General Physics II	4	
		51	

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.

Health Science A.B.			
HE 201	The U.S. Healthcare System	3	
HE 202	Medical Terminology	1	
HE 203	Field Experience in Healthcare I	1	
HE 303	Field Experience in Healthcare II	1	
HE 317	Human Nutrition in Health & Disease	3	
HE 401	Research Methods in Health Science	2	
HE 402	Kinesiology	3	
HE 403	Physiology of Exercise	3	
BG 110	Concepts of Cellular Biology	4	
BG 210	Human Anatomy & Physiology I	4	
BG 211	Human Anatomy & Physiology II	4	
Choose one from the following (3 credits)			
BG 111	Concepts of Organismal Biology	4	
CH 101	General Chemistry		
Choose one from the following (3 credits)			
BG 200	Mechanisms of Disease	3	
BG 230	Introduction to Global Health		
ED 210	Human Growth & Development		
PY 306	Abnormal Psychology		
PY 313	Developmental Psychology		
		36	

Health Care Administration Minor

The Healthcare Administration program at Erskine College prepares students to become effective and ethical leaders in one of the fastest-growing sectors of the economy. This interdisciplinary program blends foundational coursework in business, healthcare systems, public policy, and leadership with a strong emphasis on critical thinking, communication, and Christian values. Students gain the knowledge and skills needed to manage healthcare organizations, understand regulatory environments, improve patient outcomes, and lead teams in hospitals, clinics, long-term care facilities, insurance companies, nonprofit organizations, and government agencies.

- HADMIN I Inside U.S. Healthcare Policy
- HADMIN II Career Navigation and Exploration in Healthcare Administration
- HADMIN III Healthcare Justice, Law, and Ethics
- HADMIN IV Strategic Healthcare Operations
- HADMIN V Healthcare Finance
- HADMIN VI Data-Driven Healthcare: Analytics, IT, and AI

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. The U.S. Healthcare System: (3 s.h.)

Intended for those interested in pursuing healthcare careers. Students will learn about the structure and the strengths and weaknesses of the U.S. healthcare system, current topics in healthcare, professionalism, and the spectrum of healthcare careers including educational requirements and professional roles.

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 (1 s.h.)

Prerequisite: sophomore status. An on-site clinical experience with a credentialed healthcare professional. Requires 50 hours of supervised experience.

204. Introduction to Pharmacology (3 s.h.)

Prerequisite: HE 201. Recommended prerequisite: one of the following: BG 110, BG 200 and/or BG 210 and/or 211 and sophomore standing. The overall goal of this course will help students understand the basics of pharmacology and medical therapeutics to help students understand the fundamental applications of pharmacology in healthcare. Throughout this course, students will be introduced to pharmaceutical therapies with an analysis of how they affect metabolism, their mechanisms of action, and potential side effects in patients.

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.

250. Special Topics in the Health Sciences (1-3 s.h.)

Prerequisites HE 201, HE 202. This elective provides an opportunity to explore areas of the health sciences that are not part of the regular curriculum, such as environmental and occupational health, epidemiology, and bioterrorism/biodefense.

280. Biomedical Ethics and Medical Law (3 s.h.)

A survey of the major ethical and legal issues encountered in life and medical sciences from a Christian worldview. Topics will include ethical considerations concerning life and death, the human body, technology, and medical research. Emphasis will be placed on providing guidelines for ethical decision-making for those planning careers in healthcare and research.

301. Fundamentals of Public Health (3 s.h.)

Prerequisite: HE 201, 202, and sophomore standing. Students will gain an understanding of public health as a broad, collective enterprise that seeks to extend the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize its impact on the health status of a population. The course will provide an overview of the public health approach including epidemiology, disease surveillance, sustainable solutions, social determinants of health, and disease prevention. Through active learning, students will learn skills in identifying and addressing an ever-expanding list of health problems that call for action to protect, promote and improve our nation's health, primarily through preventive strategies.

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.

317. Human Nutrition in Health and Disease (3 s.h.)

An in-depth study of the science of human nutrition including the roles of micronutrients and macronutrients in health and disease. This course will include clinical case studies to illustrate the applications of human nutrition and food science in a variety of healthcare environments.

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.

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.

404. Health Policy & Delivery Systems (3 s.h.)

Prerequisite: HE 201, 202, 203, and junior standing. This is a course will cover policies and laws governing what services are available and on what terms, as well as their influence on health status at both the individual and population levels. This course examines the Constitutional, regulatory, political, and socio-economic bases for the policies that determine access, quality, cost and equity in health services and population health programs. While the focus is principally on the US health care environment, the course will also examine the framework for organizing and analyzing other national health systems, covering governance, financing, delivery systems, workforce, etc.

417. Essentials of Human and Sport Performance (3 s.h.)

Prerequisite: junior standing. 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.

History (HS) and Political Science (PO)

Professors Abu Sarah, Brivio, Cawvey (Chair), Harris

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.

See chart for History next page

History			
HS 211	American History to 1876	3	
HS 212	American History since 1876	3	
HS 399	Historical Skills & Methods	3	
HS 400	Senior Thesis in History	3	
Choose any two from the following (6 credits)			
HS 309	The Greeks & Romans	6	
HS 310	Medieval History		
HS 311	Renaissance & Reformation		
HS 312	Early Modern European History		
HS 313	Modern European History		
HS 314	Contemporary European History		
HS 317	Crusades		
HS 319	Great Britain Since 1815		
Choose any two from the following (6 credits)			
HS 230	Latin American in Modern Times	3	
HS 260	Gateway to Asia		
HS 270	Africa in Modern Times		
HS 280	The Global Cold War		
HS 350	Modern Middle East		
HS 420	The Atlantic World, 1400-1830		
HS 450	The Transatlantic Slave Trade		
History Electives (6 hours)			
HS_____		3	
HS_____		3	
		30	

See chart for Social Studies next page

The social studies major is designed for students seeking teacher certification in social studies.

Social Studies			
HS 211	American History to 1876	3	
HS 212	American History since 1876	3	
Choose any two from the following (6 credits)			
HS 309	The Greeks & Romans	6	
HS 310	Medieval History		
HS 311	Renaissance & Reformation		
HS 312	Early Modern European History		
HS 313	Modern European History		
HS 314	Contemporary European History		
HS 317	Crusades		
One course in non-western history [3 credits]			
HS_____		3	
Electives for Major [6 credits]			
HS_____		3	
HS_____		3	
HS 399	Historical Skills and Methods	3	
Social Science [15 credits]			
BA 221	Principles Of Economics: Macroeconomics	3	
BA 222	Principles Of Economics: Microeconomics	3	
PO 101	American Government	3	
PO 201	General Psychology	3	
SO 101	General Sociology	3	

Chart continues next page

Certification Secondary Education			
ED 202	Foundations & Teacher Shadow	4	
SE 212	Intro to Exceptional Students	3	
SE 213	Field Experience I	1	
ED 306	Literacy Foundations For Secondary Teachers	3	
ED 412	Content Area Literacy 4 Secondary Teachers	3	
ED 418	Field Experience, Reading/Secondary	1	
Choose one from the following [3 credits]			
ED 302	Methods of Secondary ED 4 Social Studies	3	
ED 303	Methods of Secondary ED 4 Math		
ED 304	Methods of Secondary ED 4 English		
ED 419	Field Experience, Methods/Secondary	1	
ED 300	Principles of Learning & Diversity	3	
ED 423	Secondary Student Teaching	10	
ED 408	Collaboration/Professionalism	2	
PE 102	Foundations of Health & Wellness	4	
		77	

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 HS 399 and 400.
- Receive from the department faculty a designation of "Honors" on the seminar paper completed for HS 400.
- Present the HS 399 or HS 400 paper at a national or regional meeting or the equivalent.

History (HS)

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: Distinguishing between Fact 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.

252. Conflict Management (3 s.h.)

Using historical case studies as a window into leadership and conflict management methods, this course explores how historical figures grappled with questions of leadership and integrity in times of adversity. Course units include conflict resolution methods in different world religions, leadership practices in ancient and medieval societies, and the development of modern theories of conflict prevention and management.

255. International Crime and Justice: Schemers, Scoundrels, and Villains (3 s.h.)

Schemers, Scoundrels, and Villains investigate criminal activity from ancient times to the present, with an emphasis on

international crime. Central questions include: How and why have societies criminalized and punished human actions? How have criminals adapted? How has crime changed in today's globalized world? The course focuses on pirates, gangs, the mafia, mercenaries, spies, drug smugglers, and human traffickers, as well as national and international attempts to stop them.

260. Gateway to Asia (3 s.h.)

A survey of Asian history, this course introduces to students to China, the Korean Peninsula, Vietnam, Japan, and the Indian subcontinent. Exploring the religion, culture, and politics of the region, the course fosters appreciation for the diversity and complexity of Asian cultures.

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.

290. Pharaohs, Prophets, and Tombs: The Ancient Middle East (3 s.h.)

From Egyptology and Assyriology to the prophetic movements of Late Antiquity, this course surveys the archaeology, history, and culture of the ancient Near East. Learn about Mesopotamian food, Zoroastrian myths, Jewish kingdoms, and modern debates in Biblical archaeology. The course concludes with the rise of Islam, exploring why this new religious movement expanded out of Arabia to become a dominant force in the region.

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 Greeks and the Romans (3 s.h.)

A survey of the political, social, economic, and cultural life of the ancient world from the late fourth millennium BC 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. Early 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, 1763-1900 (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, the growth of socialism, liberalism, and nationalism, and the unification of Italy and Germany.

314. Contemporary European History, 1900-present (3 s.h.)

A survey of political, military, social and economic developments in twentieth-century Europe and its colonial dependencies from industrialization, World War I, World War II, and the Cold War 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. A Taste of Italy: History, Culture, and Tradition (3 s.h.)

This course offers an in-depth exploration of Italian culture, examining its rich history, timeless traditions, and the key elements that define contemporary Italian life. Through a blend of lectures, discussions, readings, and multimedia, students will gain a comprehensive understanding of Italian identity. Topics include the Italian family, fashion, cuisine, cultural events and places, music, cinema, the mafia, and important historical milestones that have shaped modern Italy.

The course will encourage students to engage critically with Italy's past and present, its global influence, and the diverse perspectives within Italian society. By analyzing varying viewpoints on historical events, regional identities, and social issues, students will develop the ability to communicate and compare different cultural interpretations effectively. Through discussions and collaborative projects, they will refine their skills in articulating and appreciating multiple perspectives, fostering a nuanced understanding of Italy's complex cultural landscape.

350. The Modern Middle East (3 s.h.)

A survey of modern Middle Eastern history since the 18th century, this course explores transnational flows of missionaries, merchants, slaves, and soldiers to and from the region. Special topics include Middle Eastern food, music and comedy, the Israeli-Palestinian conflict, terrorism and warfare, gender and sexuality, and Muslims in the United States and Europe.

360. History at the Movies: A Global Survey (3 s.h.)

Journeying through global film history, this course explores the development of world cinema genres such as Bollywood musicals, Hong Kong kung fu, Japanese horror, Nollywood (Nigerian) romance, and Middle Eastern comedy. Discussions consider how movies intersect with identity, politics, and culture, while contemplating both film portrayals of history and film as a historical source.

370. Murder Most Foul: Homicide in Human History (3 s.h.)

What makes men kill, and how do humans rationalize violent atrocity? Seeking to understand the core problem of violence in human societies, this course explores human aggression from the perspective of historical criminology, legal history, and world religions. Beginning with ancient law codes and theological debates, the course continues to survey medieval and

modern trial records. Cases studies explore topics such as domestic homicide, genocide, religious terrorism, the death penalty, and violent entertainment.

380. A Global History of Sports (3.s.h)

This course examines the development of sports across the world from impromptu games to professional spectator events. Students will learn how sports reflect and inform societies, especially their cultural, economic, and political norms. Students will also learn about the role of politics in international sports, sporting scandals, and the role of sports in film and media. Because the course will be global, students will learn about sports they have never encountered before. They will also get the chance to try out new sports for themselves.

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.

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.

421. The French Revolution and Napoleonic Era (3 s.h.)

The French Revolution and Napoleonic wars transformed society, economics, culture, politics, and warfare on a global scale. This course seeks to understand the French Revolution, Haitian Revolution, and Napoleonic era as they spread revolutionary values across the globe. Students will develop an appreciation of how much our modern world was shaped by France between the years 1789 and 1815.

450. The Transatlantic Slave Trade (3 s.h.)

An examination of the largest forced migration in human history from its rise in the 1400s to its demise in the 1860s, focusing on the Europeans, Africans, and Americans who were involved in it.

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

Political Science			
PO 101	American Government	3	
PO 112	Intro to Political Philosophy	3	
PO 113	Intro to International Politics	3	
PO114	Intro to Comparative Politics	3	
Electives for Major			
200 level (6 credits)			
PO____		3	
PO____		3	
300 level (6 credits)			
PO____		3	
PO____		3	
PO 250	Research Methods	3	
PO 401	Internship	3	
PO 450	Senior Thesis: Research Design	1	
PO 451	Senior Thesis	2	
		33	

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.
- 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.
- Take PY 310 (Intro to Psych Stats) to continue one's learning of social science research methods, or 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) the following courses in Economics: BA 221, BA 334, and BA 360 and/or 2) a semester abroad program (see Department Chair for information.)

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.

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.

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.

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.

224. Public Opinion and Political Participation (3 s.h.)
An introduction to democratic citizenship in the United States, Europe, Latin America, and around the world. The class covers the development of public opinion and its expression through voting and other forms of political participation.

250. Research Methods in Political Science (3 s.h.)
An overview of research methods, including quantitative and qualitative approaches, in the study of political science. (Prerequisite: Any previous political science course).

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 that department faculty will offer based on research and pedagogical interests. If Erskine students temporarily attend an off-campus study program, politically relevant courses offered in that program can qualify for course credit, with the permission of the department faculty and the registrar. Credit will vary with the nature of the course offered, but all credit from these courses will count toward fulfillment of the major.

324. Political Psychology (3 s.h.)

An interdisciplinary exploration of the intersection of politics and psychology in the United States and other countries. Topics will include the impacts of personality and emotions on the political attitudes and actions of citizens and politicians.

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 spring. Required of all senior majors.

Honors Institute (HNRS)

Professor Kinlaw (Program Director)

The Honors Institute is a unique four-year general education program in which gifted undergraduate students at Erskine College learn alongside like-minded students and prepare to offer leadership in whatever field they enter after college. The unique curriculum satisfies the majority of the liberal arts Core Curriculum requirements and is compatible with all majors at Erskine College. Students study the Bible and Great Texts in smaller cohort classes which prioritize discussion as a means of training students in communication skills, critical thinking, and Biblical worldview formation.

The Honors Institute offers a unique 4-year liberal arts core curriculum (40 s.h.) which will satisfy all core requirements except mathematics (6 s.h.) and the sciences (3-4 s.h.). Honors Scholars concurrently enroll in two Honors Institute courses each semester for the first three years: an Honors Discussion Seminar and an Honors Lecture Course, both of which meet twice weekly. By their senior year, Honors Scholars will satisfy their remaining credits (4 s.h.) through Experiential Learning opportunities including research, internship, study abroad, and/or service projects managed by an Honors Faculty member and approved by the Honors Director.

101. The Ancient and Old Testament World (4 s.h.)

This course will examine the intellectual, theological, and cultural traditions of ancient cultures, including the Old Testament world, and their contemporaries across the globe. Students will explore the Bible, primary texts, and cultural artifacts of antiquity and interpret how such works communicate central themes of truth, goodness, and beauty regarding the human experience. These themes may include the existence and nature of God, power, love, friendship, beauty, ideas of good and evil, race, and human reason. Students will demonstrate an understanding of the historical, literary, theological, philosophical, and cultural traditions found in the Bible and other texts that shape our world.

102. The Art of Rhetoric (2 s.h.)

This course introduces students to the fundamental principles of composition and rhetoric needed to complement HNRS 101. This class provides instruction and support for students' writing projects required for HNRS 101. Through instruction, student presentations, and instructor and peer feedback, students will be guided through the writing and revising process. Readings assigned in this course are intended to introduce a variety of critical and rhetorical approaches to textual analysis.

103. The Roman and Early Christian Worlds in Antiquity (4 s.h.)

Prerequisites: HNRS 101; HNRS 102. This course will explore the intellectual tradition during the classical Roman period and the period of the early Christian church, including the New Testament world, and its contemporaries across the globe. Students will explore the primary texts and cultural artifacts of a particular historical period and interpret how such works communicate central themes regarding the human experience. These themes may include the existence and nature of God, power, love, friendship, ideas of good and evil, race, and human reason. Students will demonstrate an understanding of the historical, literary, theological, philosophical, and cultural traditions found in the Bible and other texts that shape our world.

104. The Art of Scholarship (2 s.h.)

Prerequisites: HNRS 101; HNRS 102. This course introduces students to the fundamental principles of research and develops students' composition and rhetoric skills needed to complement HNRS 103. This class provides instruction and support for students' writing projects required for HNRS 103. Through instruction, student presentations, and instructor and peer feedback, students will be guided through the research, writing, and revising process. Readings assigned in this course are intended to introduce a variety of critical and rhetorical approaches to textual analysis.

201. The Medieval, Renaissance, and Reformation Worlds (4 s.h.)

Prerequisites: HNRS 101; HNRS 102; HNRS 103; HNRS 104. This course will explore the intellectual tradition during the Medieval, Renaissance, and Protestant Reformation periods. Students will explore the primary texts and cultural artifacts of a particular historical period as well as the Bible and interpret how such works communicate central themes regarding the human experience. These themes may include the existence and nature of God, power, love, friendship, ideas of good and evil, race, and human reason. Students will demonstrate an understanding of the historical, literary, theological, philosophical, and cultural traditions found in the Bible and other texts that shape our world.

202. The Art of Argument (2 s.h.)

Prerequisites: HNRS 101; HNRS 102; HNRS 103; HNRS 104. This course introduces students to the fundamental principles of argumentation, logic, and debate and develops students' composition, rhetoric, and research skills needed to complement HNRS 201. This class provides instruction and support for students' writing projects required for HNRS 201. Through instruction, student presentations, and instructor and peer feedback, students will learn how to structure and support arguments. Readings assigned in this course are intended to introduce a variety of evidence-based approaches to argumentation.

203. The Enlightenment World (4 s.h.)

Prerequisites: HNRS 101; HNRS 102; HNRS 103; HNRS 104; HNRS 201; HNRS 202. This course will explore the intellectual and theological traditions during the Enlightenment period. Students will explore the primary texts and cultural artifacts of a particular historical period as well as the Bible and interpret how such works communicate central themes regarding the human experience. These themes may include the existence and nature of God, power, love, friendship, ideas of good and evil, race, and human reason. Students will demonstrate an understanding of the historical, literary, theological, philosophical, and cultural traditions found in the Bible and other texts that shape our world.

204. Faith, Science, and Reason (2 s.h.)

Prerequisites: HNRS 101; HNRS 102; HNRS 103; HNRS 104; HNRS 201; HNRS 202. This course explores the fundamental nature of faith and its relationship to intellectual inquiry and develops students' composition, rhetoric, and research skills needed to complement HNRS 203. Students will explore key theoretical and historical issues relating to faith, science, and reason in conjunction with Scripture. This class provides instruction and support for students' writing projects required for HNRS 203. Through instruction, student presentations, and instructor and peer feedback, students will explore the relationship between faith and reason in written assignments. Readings assigned in this course are intended to introduce students to the fundamental principles of faith and reason as represented in the historical, literary, theological, philosophical, and cultural traditions that shape our world.

301. The Modern World (4 s.h.)

Prerequisites: HNRS 101; HNRS 102; HNRS 103; HNRS 104; HNRS 201; HNRS 202; HNRS 203; HNRS 204. This course will explore the intellectual and theological tradition during the Modern period. Students will explore the primary texts and cultural artifacts of a particular historical period as well as the Bible and interpret how such works communicate central themes regarding the human experience. These themes may include the existence and nature of God, power, love, friendship, ideas of good and evil, race, and human reason. Students will demonstrate an understanding of the historical, literary, theological, philosophical, and cultural traditions found in the Bible and other texts that shape our world.

302. Fragmentation in the Modern World (2 s.h.)

Prerequisites: HNRS 101; HNRS 102; HNRS 103; HNRS 104; HNRS 201; HNRS 202; HNRS 203; HNRS 204.
This course develops students understanding of various competing worldviews which emerge in modernity within the realms of religious belief, subjectivity, economics, race, and geopolitics. This course develops students' composition, rhetoric, and research skills needed to complement HNRS 301. This class provides instruction and support for students' writing projects required for

HNRS 301. Through instruction, student presentations, and instructor and peer feedback, students will explore the competing worldviews which emerge in modernity in written assignments.

303. The Contemporary World (4 s.h.)

Prerequisites: HNRS 101; HNRS 102; HNRS 103; HNRS 104; HNRS 201; HNRS 202; HNRS 203; HNRS 204; HNRS 301; HNRS 302. This course will explore the intellectual and theological tradition within the contemporary era alongside extensive readings from Scripture. Students will explore the primary texts and cultural artifacts of the contemporary period alongside the Biblical text and interpret how such works communicate central themes regarding the human experience. These themes may include the existence and nature of God, power, love, friendship, ideas of good and evil, race, and human reason. Students 4 will demonstrate an understanding of the historical, literary, theological, philosophical, and cultural traditions found in the Bible and other texts that shape our world.

304. Reclaiming Wisdom in the Contemporary World (2 s.h.)

Prerequisites: HNRS 101; HNRS 102; HNRS 103; HNRS 104; HNRS 201; HNRS 202; HNRS 203; HNRS 204; HNRS 301; HNRS 302. The course develops a vision for living a life characterized by wisdom and virtue by highlighting the truncated notions of virtue in the postmodern world and by recovering the wisdom of ancient approaches to education. This course develops students' composition, rhetoric, and research skills needed to complement HNRS 303. Through instruction, student presentations, and instructor and peer feedback, students will explore the means by which classical and Christian texts provide a means for living a life of virtue in written assignments. Readings assigned in this course are intended to introduce 6 students to the ways modern worldviews often depart from or explicitly reject classical and Christian worldviews as represented in the historical, literary, theological, philosophical, and cultural traditions that shape our world.

401. Internship (1-4 s.h.)

An internship with an organization which suits the student's vocational interests. To be arranged in consultation with the Honors Institute director and department chair. Offering is dependent upon availability of qualified internship positions. The Honors Institute is actively developing internship opportunities for Honors Scholars.

402. Community Service (1-4 s.h.)

A minimum of 30 hours of approved service work through a local or regional service opportunity. To be arranged in consultation with the Honors Institute director. The Honors Institute is actively developing community service opportunities for Honors Scholars.

403. Off-Campus Study (1-4 s.h.)

The Honors Institute encourages its students to study abroad within their Senior year or within a summer intensive course prior to their Senior year. Honors Scholars are eligible to apply to the full range of study abroad opportunities offered by Erskine. In addition, the Honors Institute is developing its own study abroad programs that are only offered to our students.

410. Independent Study (3 s.h.)

Honors Scholars may complete an independent study with the approval of the Honors Director and in close consultation with a professor within the department most closely related to their research. Honors Scholars are expected to submit research conducted within independent studies to relevant conferences for presentation (such as the National Council on Undergraduate Research) as well as present them at an Honors Research Symposium at Erskine College.

Information Technology (IT)

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 program 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 program 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 program will involve mastery of skills, the emphasis remains on thinking analytically, communicating well, and exploring new ideas.

Information Technology			
BA 320	Project Management	3	
IT 101	Introduction to Information Technology	3	
IT 110	Intro to Computer Systems 1	3	
IT 170	Computer Programming	3	
IT 190	Computer Network Principles	3	
IT 195	E-commerce Development & Mgmt.	3	
IT 270	Computer Programming II	3	
MA 141	Calculus	3	
MA 142	Calculus II	3	
MA 205	Elementary Statistics	3	
IT Consortium (LCMC) Courses			
IT 204	Web Development	3	
IT 271	Google Cloud Computing Foundations	3	
IT 272	PostgreSQL	3	
IT 304	Operating Systems & Architecture	3	
IT 405	Information Security & Data Protection	3	
IT 406	Information Technology Capstone	3	
		48	

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 18 hours. Three courses, IT 101, IT 170, and IT 190, are required. The remaining hours are to be selected from the following courses: MA 205, BA 259, BA 359, IT 110, IT 111, IT 191 and IT 270.

Information Technology (IT)

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.

110. Introduction to Computer Systems 1 (3 s.h).

Prerequisite: IT 101. This course covers computer architecture, configuration, upgrading, and troubleshooting. Specific topics include bus structures, processor functions, and operating systems. Initial preparation for the student to achieve the CompTIA A+ certification is among the goals for this course.

111. Introduction to Computer Systems 2 (3 s.h.)

Prerequisite: IT 110. This course covers computer architecture, configuration, upgrading, and troubleshooting. Specific topics include networking, security, and peripheral devices. Final preparation for the student to achieve the CompTIA A+ certification is among the goals for this course.

170. Computer Programming 1 (3 s.h.)

This course will introduce students to solving complex problems by writing computer programs. Students will learn to develop algorithms in a systematic way and use the Python programming language to implement them. Specific topics covered include structured and event-driven programming, decision and loop structures, data typing, and graphical interface design. The course will consist of both lecture and lab.

190. Computer Networking Principles (3 s.h.)

Prerequisite: IT 101. 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 model will be examined with particular emphasis on Ethernet, Wi-Fi, and the TCP/IP protocol suites. Techniques in network management and security will also be covered.

191. Network Design and Management (3 s.h.)

Prerequisite: IT 190. This course covers advanced topic in network design and management. Specific topics include: network architecture, client/server models, WAN technologies, virtual local area networks, virtual private networks, network optimization, and cybersecurity.

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.

204. Web Development (3 s.h.)

Pre-requisite: IT 170 or MA 141. This course, built in collaboration with Google, covers everything you need to know in order to build a website from scratch. You'll learn HTML, CSS and Javascript - the core technologies which power modern websites - and build a website of your own. By the end of this course, you'll be able to create interactive, aesthetically pleasing websites for any purpose you can imagine. This online class has optional live sessions.

270. Computer Programming 2 (3 s.h.)

Prerequisite: IT170. Building upon the foundations in IT170, this course will further develop programming and problem-solving skills through advanced data structures, algorithms, and object-oriented programming in Python. The course will consist of both lecture and lab.

271. Google Cloud Computing Foundations (3 s.h.)

Prerequisite: IT170. This course will introduce you to the fundamentals of Cloud Computing, Infrastructure, and Networking, and will explore how the cloud is used in a range of situations, including IT, App Development and Machine Learning. By the end of the course, you will know what the cloud is, and how to use it effectively. This course uses the Google Cloud Platform (GCP) and was built in concert with the Google Cloud Learning Services team. This online class has optional live sessions.

272. PostgreSQL (3 s.h.)

Pre-requisite: IT 170. Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies. This course will teach you how networks work, and how to set up and secure them. By the end of this course, you will be able to manage and maintain a range of different network types. This online class has optional live sessions.

304. Operating Systems and Architecture (3 s.h.)

Pre-requisites: IT 110 and IT 170. Whether you're using a Mac or a PC, operating systems are a key part of how humans interface with technology. Therefore, understanding how they work is vital to understanding how computers power our world. This course will teach you the fundamentals of Operating System structure, function, and architecture, and prepare you to administer both Windows and Linux-based systems. This online class has optional live sessions.

405. Information Security and Data Protection (3 s.h.)

Pre-requisites: IT 110, IT 170, IT 190. Imagine a world where people were trying to steal from every home, workplace, or bank - all the time. That's the world of digital security. Because it's cheap to launch attacks on every system you can find, virtually every organization and individual is always under some level of digital attack. This course will teach you how to help defend against this constant assault and keep valuable information and critical systems safe. This online class has optional live sessions.

406. Information Technology Capstone (3 s.h.)

Pre-requisites: IT 110, IT 170, IT 270, IT 304, IT 405, IT 406. So far, you've learned how to solve problems as they occur, and how to address the various components that make up an organization's IT ecosystem. This course will put it all together. You'll learn how to solve systemic problems across all layers of an organization and guide transformational change. By the end of this

course, not only will you know how to solve IT problems as they arise, you'll be able to prevent those problems from happening in the future.

Interdisciplinary Studies (IDS)

Jeremy Roethler (Program Director)

The Bachelor of Arts degree in Interdisciplinary Studies enables students to explore diverse interests while giving them greater scheduling flexibility than other majors. This program may be helpful for transfer students with credits from various disciplines, and it may be helpful for students who find it necessary to make a late change in their program of study.

The program learning outcomes for the interdisciplinary studies program are:

1. Students will demonstrate an understanding of academic research skills.
2. Students will be able to analyze and synthesize the unity, connections, and interrelationships between diverse academic disciplines.

Interdisciplinary Studies			
Concentration #1: _____			
15 hours minimum:			
(Three courses must be at least 300-400 level)			
		3	
		3	
		3	
		3	
		3	
Concentration #2: _____			
15 hours minimum:			
(Three courses must be at least 300-400 level)			
		3	
		3	
		3	
		3	
		3	
IDS 400	**Capstone**	**3**	
		33	

400. Interdisciplinary Studies Capstone (3 s.h.)

This seminar-style course meets once per week and is focused on the integration of diverse academic disciplines. Students will research, discuss, and reflect on the relationships between the two disciplines in their own particular interdisciplinary

major, as well as the various concentrations represented by other students in the course. Students will complete and present a significant writing project which articulates their own understanding of the integration of their particular disciplinary concentrations.

International Studies (INTL)

Professor Abu Sarah (Program Director)

The International Studies major explores global cultures and societies, with the goal of preparing students for careers in fields such as international business, intercultural education, NGO management, foreign policy, international relations, diplomacy, international law, tourism and travel services, humanitarian logistics, international development, and global ministry.

In the program, students will learn intercultural communication, leadership, and business skills. Students will also learn to analyze international trends, understand different perspectives, and evaluate the ethical implications of different policy paths. Finally, students will gain a deeper understanding of the history, politics, and culture of different world regions. In teaching these skills, the major equips students to work in the international marketplace and thrive as global citizens, leading lives of service and leadership.

See charts for International Studies major p. 165-170

International Studies: Business and Development			
Foundations			
PO 113	Intro to International Relations	3	
PO 114	Intro to Comparative Politics	3	
Global History			
Choose one from the following [3 credits]			
HS 230	Latin American in Modern Times	3	
HS 260	Gateway to Asia		
Choose one from the following [3 credits]			
HS 314	Contemporary European History	3	
HS 350	Modern Middle East		
HS 420	Atlantic World 1400-1830		
Business and Leadership			
BA 201	Introduction to Business	3	
Choose one from the following three:			
BA 220	Christian Leadership in Business	3	
HS 252	Conflict Management	3	
Culture and Society:			
BR 354	World Religions	3	
HS 340	A Taste of Italy	3	
Choose one from the following [3 credits]			
PY 215	Cultural Psychology	3	
EN 215	World Literature to 1600		
EN 216	World Literature 1600-Today		
INTL 499	Senior Seminar	3	

Chart continues next page

International Proficiency Requirement:			
Must complete <u>one</u> of the following			
☐ Demonstrate 200-level proficiency in modern foreign language			
☐ Complete International studies internship			
☐ Travel Internationally-Study abroad course or volunteer trip			
Approved Electives [9 credits]			
6 credits from selected track must be 300-400 level			
BA 220	Christian Leadership in Business	9	
BA 221	Principles Of Economics: Macroeconomics		
BA 333	Principles of Management		
BA 334	Principles of Marketing		
BA 347	Business Communications		
BA 370	Intro to Hospitality and Tourism		
BA 385	Event and Facility Management		
PY 215	Cultural Psychology		
PY 303	Social Psychology		
PY 307	Industrial-Organizational Psychology		
		42	

See chart for International Studies: Culture and Religion next page

International Studies: Cultural and Religion			
Foundations			
PO 113	Intro to International Relations	3	
PO 114	Intro to Comparative Politics	3	
Global History			
Choose one from the following [3 credits]			
HS 230	Latin American in Modern Times	3	
HS 260	Gateway to Asia		
Choose one from the following [3 credits]			
HS 314	Contemporary European History	3	
HS 350	Modern Middle East		
HS 420	Atlantic World 1400-1830		
Business and Leadership			
BA 201	Introduction to Business	3	
Choose one from the following three:			
BA 220	Christian Leadership in Business	3	
HS 252	Conflict Management	3	
Culture and Society:			
BR 354	World Religions	3	
HS 340	A Taste of Italy	3	
Choose one from the following [3 credits]			
PY 215	Cultural Psychology	3	
EN 215	World Literature to 1600		
EN 216	World Literature 1600-Today		
INTL 499	Senior Seminar	3	

Chart continues next page

International Proficiency Requirement:			
Must complete <u>one</u> of the following			
☐ Demonstrate 200-level proficiency in modern foreign language			
☐ Complete International studies internship			
☐ Travel Internationally-Study abroad course or volunteer trip			
Approved Electives [9 credits]			
6 credits from selected track must be 300-400 level			
HS 260	Gateway to Asia	9	
HS 350	The Modern Middle East		
HS 420	The Atlantic World, 1400 – 1830		
BR 200	Biblical Ethics		
BR 255	World Christianity		
BR 378	Christian Apologetics		
EN 215	World Literature to 1600		
EN 216	World Literature 1600 – today		
PY 215	Cultural Psychology		
PY 303	Social Psychology		
		42	

See chart for International Studies: Politics and Diplomacy next page

International Studies: Politics and Diplomacy			
Foundations			
PO 113	Intro to International Relations	3	
PO 114	Intro to Comparative Politics	3	
Global History			
Choose one from the following [3 credits]			
HS 230	Latin American in Modern Times	3	
HS 260	Gateway to Asia		
Choose one from the following [3 credits]			
HS 314	Contemporary European History	3	
HS 350	Modern Middle East		
HS 420	Atlantic World 1400-1830		
Business and Leadership			
BA 201	Introduction to Business	3	
Choose one from the following three:			
BA 220	Christian Leadership in Business	3	
HS 252	Conflict Management	3	
Culture and Society:			
BR 354	World Religions	3	
HS 340	A Taste of Italy	3	
Choose one from the following [3 credits]			
PY 215	Cultural Psychology	3	
EN 215	World Literature to 1600		
EN 216	World Literature 1600-Today		
INTL 499	Senior Seminar	3	
International Proficiency Requirement:			
Must complete <u>one</u> of the following			
☐ Demonstrate 200-level proficiency in modern foreign language			
☐ Complete International studies internship			
☐ Travel Internationally-Study abroad course or volunteer trip			

Chart continues next page

Approved Electives [9 credits]			
6 credits from selected track must be 300-400 level			
HS 230	Latin America in Modern Times	9	
HS 252	Conflict Management		
HS 280	The Global Cold War		
HS 314	Contemporary European History, 1763 – 1900		
HS 350	The Modern Middle East		
PO 213	Ethics and Foreign Policy		
PO 214	European Politics		
PO 314	European Union		
PY 215	Cultural Psychology		
PY 303	Social Psychology		
		42	

Courses taken to fulfill a Foundations, Global History, Business and Leadership, or Culture and Society requirement may not be re-used to fulfill an elective requirement.

Approved Electives

- *Business and Development Track:* BA 220, BA 221, BA 333, BA 334, BA 347, BA 370, BA 385, PY 215, PY 303, PY 307
- *Politics and Diplomacy Track:* :HS 230, HS 252, HS 280, HS 314, HS 350, PO 213, PO 214, PO 314, PY 215, PY 303
- *Cultural and Religious Studies Track:* HS 260, HS 350, HS 420, BR 200, BR 255, BR 378, EN 215, EN 216, PY 215, PY 303

499. International Studies Senior Seminar (3.sh.)

In this senior capstone, International Studies students will synthesize and apply the knowledge and skills learned in the program. For the seminar, students will spearhead a research project that critically evaluates how political, economic, and social trends affect a global policy issue. Students will produce a senior thesis and deliver a presentation on their findings. The paper and presentation will analyze global trends, consider different viewpoints, and present a plan for an ethical policy solution.

Mathematics (MA)

Professors Abalo, Gorka (Chair), 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.

Mathematics			
IT 170	Computer Programming I	3	
MA 142	Calculus II	3	
MA 241	Calculus III	3	
MA 242	Calculus IV	3	
MA 321	Linear Algebra	3	
MA 322	Foundations of Mathematics	3	
MA 324	Abstract Algebra	3	
MA 401	Senior Sem	2	
MA 441	Intro to Real Analysis	3	
PH 120	Introductory Mechanics	4	
PH 121	Introductory Electromagnetism	4	
Electives (9 credits)			
MA _____		3	
MA _____		3	
MA _____		3	
IT 270	Computer Programming 2	3	
		43	

See chart for Dual Degree - Math next page

Dual Degree - Math			
CH 101	General Chemistry I	4	
CH 102	General Chemistry II	4	
MA 141	Calculus I	3	
MA 142	Calculus II	3	
MA 241	Calculus III	3	
MA 242	Calculus IV	3	
PH 120	Introductory Mechanics	4	
PH 121	Introductory Electromagnetism	4	
IT 170	Computer Programming I	3	
MA 321	Linear Algebra	3	
MA 322	Foundations of Mathematics	3	
Choose one of the following [3 credits]			
MA 324	Abstract Algebra	3	
MA 441	Introduction to Real Analysis		
6 hours MA courses 200-level or above			
MA _____		3	
MA _____		3	
		46	

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, 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: 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.

Mathematics (MA)

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.

241. Calculus III (3 s.h.)

Prerequisite: Math 142. Parametric equations and polar coordinates; convergence of infinite sequences and series; Mclaurin 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.

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.)

Prequisite: 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.

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
- World Literature to 1600: EN 215
- World Literature 1600-today: EN 216
- Medieval Literature: EN 300
- Modern Drama: EN 318
- Art History I: AR 250
- Art History II: AR 255
- Gateway to Asia: HS 260
- Pharaohs, Prophets, and Tombs: The Ancient Middle East: HS 290
- Contemporary European History, 1900-Present: HS 314
- Music History c. 1715-1915: MU 204
- History of Western Philosophy I: PL 251
- History of Western Philosophy II: PL 252

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
- Africa in Modern Times: HS 270
- The Modern Middle East: HS 350
- Introduction to International Relations: PO 113
- Social Problems: PY/SO 102

Cultural Psychology: PY/SO 215
Introduction to Sociology: SO 101

VI. Seeking Faithful Understanding
The Holocaust: HS 250

VII. Other Catalog Courses (Not part of the Core Curriculum)
Children's Literature: ED 406
Introduction to Comparative Politics: PO 114
Travel Course: TC 200

This list of courses is subject to change as determined by faculty approval.

Music and Art

Professors Hicks, H. Timms (Chair), K. Timms

The Department of Music and Art offers two majors (Music and Music Education) and two minors (Music, Music Studies).

Music (MU)

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, SE 213, 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, 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.

Beginning Voice (MU)

MU 160, 161, 162, 163, taken sequentially, can count as core credit under the latest edition of the core curriculum. Voice Class does not replace applied lessons for majors, minors, or scholarship recipients.

160. Voice Class I (1 s.h.)
Introduction to and development of foundational singing principles.

161. Voice Class II (1 s.h.)
Prerequisite: Voice Class I. Continuation of vocal studies, emphasizing healthy vocal technique and performance etiquette.

162. Voice Class III (1 s.h.)
Prerequisite: Voice Class II. Continuation of vocal studies, emphasizing vocal technique and performance.

163. Voice Class IV (1 s.h.)
Prerequisite: Voice Class III. Development of independence in vocal studies and performance practice.

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

MU 174, 175, 177, 178 (I-IV), taken sequentially, can count as core credit under the latest edition of the core curriculum. MU 176 may replace MU 177 or 178 to receive core credit.
Piano Class does not replace applied lessons for majors, minors, or scholarship recipients.

074. Piano Class I (1 s.h.)
Introduction to and development of foundation skills for keyboard instruments. Pass/fail.

075. 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. 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 (0 s.h.)
ntroduction to and development of foundation skills for keyboard instruments.

175. 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.

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)

177. Piano Class III (1 s.h.)

Prerequisite: permission of instructor. Continuation of MU 075/175, continuing development in piano fluency.

178. Piano Class IV (1 s.h.)

Prerequisite: permission of instructor. Continuation of MU 077/177, Development of independence at the keyboard.

179. Piano Accompanying (1 s.h.)

Prerequisite: MU 075/175 or keyboard fluency. This course prepares prospective music specialists in the techniques used 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.

203. Introduction to Music (3 s.h.)

Introduction to music, explanation of its elements, and historical overview of major composers. Students in this course experience a variety of musical styles by listening to recordings and attending live on-campus concerts.

Can be used as core credit under old and new core curriculums.

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.

Can be used as core credit under old and new core curriculums.

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 though 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.

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.

Can be offered for core credit under the latest core curriculum at discretion of instructor.

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).

Applied Music (MU)

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.

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.

Students may use 4 semesters of the same for-credit ensemble to satisfy either the old or new core curriculum.

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.

Art (AR)

The art 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.

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 BA 227 and IT 227.

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 AR210 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 AR225 and AR226 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 BA 365.

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.

Psychology and Sociology

Professors Greene, Midcalf, Van Scoy (Chair)

Psychology Major

Erskine's Psychology Department offers a Bachelor of Arts (A.B.) degree or a Bachelor of Science (B.S.) degree. The curriculum is designed to prepare students for entry level positions in professional careers or for graduate study in the subfields of psychology.

The B.A. degree is recommended for students intending to go into clinical, counseling, or social work fields. For students that have interests in other fields of psychology and may or may not go into psychology related jobs, the B.A. degree is also recommended. Students can use their electives to tailor the degree to their interests and future career.

See chart for Psychology A.B. next page

Psychology A.B.			
PY 201	General Psychology	3	
PY 215	Multicultural Psychology	3	
PY 306	Abnormal Psychology	3	
PY 310	Psychological Statistics	4	
PY 312	Experimental Methodology	4	
PY 313	Developmental Psychology	3	
Electives [12 credits]			
Choose one from the following [3 credits]			
PY 302	Cognitive Psychology	3	
PY 303	Social Psychology		
Choose remaining 9 credits from the following:			
PY _____		3	
PY _____		3	
PY _____		3	
PO 324	Political Psychology*	3	
		32	

*Optional elective

See chart for Psychology B.S. next page

The B.S. degree is recommended for students intending to go into research-focused careers or graduate programs. It is also recommended for students intending to specialize in more biologically based fields of psychology. Students pursuing the B.S. are encouraged to take additional courses in Biology, Chemistry, Information Technology, and Mathematics.

Psychology B.S.			
PY 201	General Psychology	3	
PY 215	Multicultural Psychology	3	
PY 306	Abnormal Psychology	3	
PY 310	Psychological Statistics	4	
PY 312	Experimental Methodology	4	
PY 313	Developmental Psychology	3	
PY 419	Cognitive Neuroscience	3	
Biology Courses [12 credits]			
BG 202	Genetics	4	
BG 110	Concepts of Cellular Biology	4	
BG 210	Human Anatomy & Phys. I	4	
Electives [13 credits]			
PY _____		3	
PY _____		3	
PY _____		3	
PY _____		3	
PY _____		3	
PO 324	Political Psychology*	3	
		48	

***Optional elective**

Psychology Minor

A minor in psychology consists of 15 hours in psychology beyond Psychology 201. Students may take PO 324 Political Psychology as part of the minor.

Psychology Honors Program

Students wishing to pursue Honors in Psychology must meet the following criteria:

1. Overall GPA of 3.2 or higher
2. Major GPA of 3.5 of higher
3. Approval by the Psychology department faculty
4. Students must successfully complete two of the following three options: 400/401, 407, 420

Psychology (PY)

102. Social Problems (3 s.h.)

A survey of major problems of modern societies. Topics include (but are not limited to) family, crime, religious conflicts, health care, war, pollution. (Cross-listed as SO 102.)

201. General Psychology (3 s.h.)

An introduction to the field of psychology. Topics include (but are not limited to) biopsychology, cognition, consciousness, development, emotion, learning, mental health, motivation, personality, sensation, and social dynamics.

202. Marriage and the Family (3 s.h.)

A view of the institution of family which includes historical, cross-cultural, and cross-social class perspectives. Topics include (but are not limited to) family dynamics, marriage, sexual behavior, parenthood. (Cross-listed as SO 202.)

207. Psychology of Emotion (3 s.h.)

An introduction to the theories, assessment, and research on emotion. Topics include (but are not limited to) biology of emotion, emotion regulation, emotional expression, and cultural influences on emotion.

208. Theories of Personality (3 s.h.)

An introduction to the theories and research on personality. The development of personality will be discussed from a variety of different perspectives. Personality tests will be included.

215. Multicultural Psychology (3 s.h.)

This survey course will focus on understanding and appreciating cultural diversity in human life and experience. The course will examine how sociocultural factors impact a variety of psychological and sociological processes. Current issues related to prejudice and discrimination in society will be discussed. (Cross-listed as SO 215.)

220. Psychology of Religion (3 s.h.)

This course will focus on the major issues, theories, and empirical approaches to the psychology of religion. This course highlights the importance of religion and how it affects the lives of individuals in terms of their beliefs, motivations, emotions, behaviors, relationships, etc.motivations, emotions, behaviors, relationships, etc..

222. The Psychology and Theology of Cults (3 s.h.)

This course will examine the psychological dynamics behind cults. Topics include (but are not limited to) cult leader traits, persuasion techniques, and the ways in which cults distort religion.

230. Happiness, Christ, and the Real Good Life (3 s.h.)

This course will survey what makes people happy. Misconceptions and misinformation about the causes of happiness will be addressed. This topic will be approached from both Psychological and Biblical perspectives.

240. The Psychology of Heroes and Villains (3 s.h.)

This course will explore heroes and villains from a psychological perspective. Students will gain insight into how various dynamics (such as good vs. evil) are played out in the movies, TV shows, and books that inspire the imagination. Students will study the inner workings of the characters that are prevalent in today's society. Students will gain understanding into why such characters are so popular and what this fascination tells us about ourselves.

301. Addiction: Theories and Interventions (3 s.h.)

Prerequisite: SO 101 or PY 201. An introduction to the theories about and treatments for chemical and behavioral addictions. The course will also address prevention and the impact of addictions on individuals, families, and society. (Cross-listed as SO 301.)

302. Cognitive Psychology (3 s.h.)

Prerequisite: PY 201. This course will study human mental processes. Topics include (but are not limited to) attention, categorization, memory, reasoning, problem-solving, judgment, decision making.

303. Social Psychology (3 s.h.)

Prerequisite: PY 201 or SO 101. An examination of how individuals interact with other individuals and groups. Topics include (but are not limited to) personal attraction, attitudes, person perception, group behavior, conformity, and altruism. (Crosslisted as SO 303.)

304. Group Processes (3 s.h.)

Prerequisite: PY 201 & Permission from the instructor. A study of both positive and negative factors that impact group dynamics. Students will learn how to appropriately interact in a variety of group settings. This class may be approached from a variety of psychological perspectives including but not limited to clinical, social, and industrial-organizational.

306. Abnormal Psychology (3 s.h.)

Prerequisite: PY 201. A study of the symptoms, causes, and treatment of mental illness according to different psychological approaches. Neuroscience and genetics will be emphasized.

307. Industrial-Organizational Psychology (3 s.h.)

Prerequisite: PY 201. The examination of how the principles of psychology are applied to businesses. Topics include (but not limited to) employee selection, employee management, teamwork, and leadership skills.

309. Tests and Measurements (4 s.h.)

Prerequisite: PY 201 & MA 107 or MA 141. This course will examine how psychological tests are created, proctored, and analyzed. Students will get hands-on experience with a variety of tests including (but not limited to) tests of ability, achievement, personality, career, and mental illness. Fee required.

310. Psychological Statistics (4 s.h.)

Prerequisites: PY 201 & MA 107 or MA 141. An introduction to social science statistics and research methods, both quantitative and qualitative. Students will develop skills in the analysis and interpretation of data, and in planning and organizing research. Fee required.

312. Experimental Methodology (4 s.h.)

Prerequisites: PY 310. A continuation of topics of social science statistics and research methods, with application of research methods. Students will complete an independent research project. Fee required.

313. Developmental Psychology (3 s.h.)

Prerequisite: PY 201. An overview of human development throughout the lifespan. Development will be discussed from a variety of perspectives including (but not limited to) cognitive, social, emotional, and biological.

314. Learning and Motivation (3 s.h.)

Prerequisite: PY 201. An in-depth study of the theories of learning and motivation in humans and animals. Theories and topics of learning and application of theory to education, business, and counseling are included. Various theories and topics of motivation and their applications are discussed.

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. Topics include (but are not limited to) anxiety reduction, motivation, exercise, teamwork, and coaching.

317. Forensic Psychology (3 s.h.)

Prerequisite: PY 201. An introduction to the relationship between psychology and the legal system. An examination of the roles for psychologists in the legal system will be included.

320. Sensation and Perception (3 s.h.)

Prerequisite: PY 201. This course will study the biology of sensation and the psychology of perception. Vision, hearing, and the other senses will be examined in depth.

321. Social Gerontology (3 s.h.)

Prerequisite: PY 201. An in-depth study of the elderly. The course will examine both the positive and negative effects of aging from a variety of perspectives. The impact of culture and social institutions will be explored.

325. Childhood and Adolescence (3 s.h.)

Prerequisite: PY 201. An in-depth study of the development from infancy through adolescence. Both normal and abnormal development will be discussed. The effects of family, peers, and society will be considered. (Cross-listed as SO 325.)

330. Human Sexuality (3 s.h.)

A survey of the broad scope of human sexual development and expression of sexuality. Topics include (but not limited to) sexual development, sexual behavior over the life cycle, sexual intimacy, sexual dysfunction. (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 (2 s.h.)

Prerequisite: 12 hours in psychology or permission of the instructor. This internship is for students wanting to gain practical experience in non-clinical/counseling fields of psychology. The internship will require a minimum of 50 hours of work with an individual or institution in the field of psychology.

401. Professional Internship (2 s.h.)

Prerequisites: PY306 and 9 additional hours in Psychology or permission from the instructor. This internship is for students interested in careers in clinical/counseling psychology or social work. The internship will require a minimum of 50 hours of supervised observation and participation at a community mental health agency.

405. History and Systems of Psychology (3 s.h.)

Prerequisite: PY 201. This course will examine historical figures and theories in the field of psychology. Attention will be given to how historical views impacted the development of current psychological views.

407. Senior Seminar (2 s.h.)

Prerequisites: Senior standing & Psychology major. Students will work in depth to understand and apply effective presentation skills. The students will create a presentation on a psychology topic of their choice and then give a speech on their topic in front of an audience. This course will require intense work and practice.

410. Independent Study (Credit to be determined)

Prerequisites: junior or senior status, psychology major, and permission of the instructor. Guided independent research project to be determined by student interest and aptitude.

415. Family Theory (3 s.h.)

Prerequisite: SO/PY202 and an additional 6 hours in sociology and psychology. The course will take an in-depth look at various family theories, family assessment, and current research in family theory (Cross-listed as SO 415.)

416. Counseling Theories and Skills (4 s.h.)

Prerequisite PY 201 & PY 306. This course is designed to give students an in-depth experience of the field of counseling. Students will learn the basic principles and techniques found in the major approaches to counseling. Students will develop basic counseling skills. Intensive reading, writing, and practice will be required.

419. Cognitive Neuroscience (3 s.h.)

Prerequisite: PY 201. An in-depth study of the relationship between biology and psychology. The impact of neuroanatomy, neurophysiology, genetics and epigenetics on human thinking, emotions, and behavior will be discussed. Neurocognitive disorders and their causes, progression, and treatment are included. An introduction to neurocognitive assessments is included.

420. Capstone Research (4 s.h.)

Prerequisites: Completion of 310 & 312 and permission of instructor. This capstone course is designed for students seeking to gain additional research experience. Students can further develop the research project begun in PY310/312 or conduct a new research project. The expectation is for the project to be submitted for publication in peer-reviewed scholarly journals or

450. Psychopharmacology (3 s.h.)

Prerequisites: PY306 & 419 or permission of instructor. Principles and concepts in basic psychopharmacology. An overview of the neuropsychology of brain dysfunction with a focus on medications used in the treatment of mental illness. Attention will be given to new pharmacological treatments.

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.

102. Social Problems (3 s.h.)

A survey of major problems of modern societies. Topics include (but are not limited to) family, crime, religious conflicts, health care, war, pollution. (Cross-listed as PY 102.)

202. Marriage and the Family (3 s.h.)

A view of the institution of family which includes historical, cross-cultural, and cross-social class perspectives. Topics include (but are not limited to) family dynamics, marriage, sexual behavior, parenthood. (Cross-listed as PY 202.)

215. Multicultural Psychology (3 s.h.)

This survey course will focus on understanding and appreciating cultural diversity in human life and experience. The course will examine how sociocultural factors impact a variety of psychological and sociological processes. Current issues related to prejudice and discrimination in society will be discussed. (Cross-listed as PY 215.)

301. Addiction: Theories and Interventions (4 s.h.)

Prerequisite: SO101 or PY201. An introduction to the theories about and treatments for chemical and behavioral addictions. The course will also address prevention and the impact of addictions on individuals, families, and society. (Cross-listed as PY 301.)

303. Social Psychology (3 s.h.)

Prerequisite: PY201 or SO101. An examination of how individuals interact with other individuals and groups. Topics include (but not limited to) personal attraction, attitudes, person perception, group behavior, conformity, and altruism. (Cross-listed as PY 303.) behavior, conformity, and altruism.

325. Childhood and Adolescence (3 s.h.)

Prerequisite: PY 201. An in-depth study of the development from infancy through adolescence. Both normal and abnormal development will be discussed. The effects of family, peers, and society will be considered. (Cross-listed as PY 325.)

330. Human Sexuality (3 s.h.)

A survey of the broad scope of human sexual development and expression of sexuality. Topics include (but not limited to) sexual development, sexual behavior over the life cycle, sexual intimacy, sexual dysfunction. (Cross-listed as PY 330).

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.

415. Family Theory (3 s.h.)

Prerequisite: SO/PY202 and an additional 6 hours in sociology and psychology. The course will take an in-depth look at various family theories, family assessment, and current research in family theory. (Cross-listed as PY 415.)

Master of Arts in Christian Counseling

Dr. Cathy Sparks, Program Director

The Master of Arts in Christian Counseling (MACC) is a professional degree designed to prepare students to become effective, licensed counselors with a strong Christian worldview. Graduates will be eligible to work in public or private institutions providing psychological care. This 60-hour program offers a broad base of scriptural knowledge combined with an intensive, state-mandated core set of competencies.

Program Goals

The Erskine College MACC program aims to develop students through the following goals:

1. **Calling**: Graduates will identify, develop, and use their abilities and spiritual gifts to enhance their professional counseling skills in service to Jesus Christ.

2. **Character**: Graduates will serve the church with evident Christian character and integrity in their personal and professional lives.
3. **Integration**: Graduates will effectively employ essential counseling skills, including communication, listening, diagnosing, developing treatment plans, leadership, and administration.
4. **Competence**: Graduates will provide effective mental health counseling, demonstrating skills in principles, models, documentation, diagnostic processes, legislative policies, ethical considerations, and professional evaluations.
5. **Credentials**: Graduates will attain the licensed professional credentials necessary for providing psychological care in public and private institutions.

Student Learning Outcomes

1. Appropriately use relevant Bible passages and confessional standards to integrate course material into professional counseling contexts.
2. Identify, develop, and use personal abilities, gifts, and knowledge to enhance professional counseling skills in serving Jesus Christ.
3. Demonstrate growing Christ-like character through writing and practice in counseling ministry.
4. Integrate theology with the required skills for Christian counseling.
5. Demonstrate professional counseling skills, including principles, models, documentation, diagnostic processes, legislative policies, ethical considerations, and professional evaluations.
6. Progress toward obtaining credentials necessary for licensed professional counseling.

MACC Program Requirements

Admission: Applicants must have completed a baccalaureate degree from an accredited institution with a minimum 3.0 GPA. For those without undergraduate degrees in psychology, prerequisite courses such as General/Introductory Psychology, Abnormal Psychology, and at least one course in Developmental Psychology may be required. To be considered full-time, students must take 12 hours in fall/spring and/or 9 hours in summer.

Graduation: Students must complete 60 hours of coursework with a cumulative GPA of 3.0 or higher. The program can be completed in two years of full-time study and must be completed within six years. Advanced standing is available for students with appropriate theological degrees, though state-mandated courses are taught on a two-year cycle.

Seminary coursework: In addition to counseling coursework, the MACC requires the following four core Bible and theology courses offered at Erskine Theological Seminary: BI 501, Bible Survey; BI 502, Principles of Exegesis; CH 551, Survey of Church History; and ST 551, Survey of Systematic Theology.

Practicum and Internship: In alignment with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, the MACC program requires a minimum of 100

hours of practicum with at least 40 hours of direct client service during the first year. In the second year, students must complete at least 600 hours of fieldwork, including at least 240 hours of direct client service. These hours are accrued outside of class times, and only enrolled students can sign up for counseling slots at Erskine-affiliated counseling centers through the program director.

Transfer: Students may transfer up to 15 hours of Bible and theology core credits from previous work at Erskine Theological Seminary or other ATS-accredited institutions. Only courses with grades of B (3.0 on a 4.0 scale) or higher may be transferred, and courses should have been taken within ten years of enrolling in the MACC, except in special circumstances. Based on CACREP rules, Erskine does not allow advanced standing for undergraduate courses in counseling.

See chart for Master of Christian Counseling next page

Master of Christian Counseling			
Bible Studies [12 hours]			
Choose one of the following choices:			
BI 501	Bible Survey	3	
BI 080	Bible Challenge Exam ***	0	
	Bible/Theology Elective	3	
***Only if passed Bible Challenge Exam			
BI 502	Principles of Exegesis	3	
CH 551	Survey of Church History	3	
ST 551	Survey of Systematic Theology	3	
Counseling Courses [39 hours]			
CC 501	Professional Orientation	3	
CC 505	Social and Cultural Foundations	3	
CC 510	Counseling and Helping Relationships	3	
CC 515	Psychological Appraisal	3	
CC 520	Human Growth and Development	3	
CC 525	Applied Biblical Foundations of Counseling	3	
CC 600	Psychological Research and Evaluation	3	
CC 610	Groups and Group Therapies	3	
CC 615	Psychopathology	3	
CC 620	Diagnostics of Psychopathology	3	
CC 630	Lifestyle and Career Development	3	
CC 650	Crisis, Trauma, and Disaster Counseling	3	
Elective – Choose one from the following:			
CC 520	Introduction to Play Therapy	3	
CC 555	Play Therapy Techniques	3	
CC 560	Play Therapy for Special Populations	3	
CC 565	Child and Adolescent Psychopathology	3	
CC 605	Addictions Counseling	3	
CC 640	Family Systems	3	

Chart continues next page

Clinical Fieldwork [9 hours]			
CC 080	Counseling Practicum	3	
CC 681	Internship 1 [Fieldwork]	3	
CC 682	Internship 2 [Fieldwork]	3	
CC 090	Continuation of Fieldwork***	0	
***Only required if students did not meet 600 hours			
Practicum [100 hours] Certification			
Internship [600 hours] Certification			

Master of Arts in Christian Counseling (CC)

501. Professional Orientation (3 s.h.)

Studies that provide an understanding of professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing. Concepts regarding ethical and legal issues encountered by counselors are introduced. Current issues in the practice of counseling in a variety of professional settings are explored. Required.

505. Social and Cultural Foundations (3 s.h.)

This course focuses on the multiple dimensions related to competent multicultural counseling. Increasing self-awareness around issues of culture, worldview, and experiences are explored to ensure the ethical and effective application of counseling within diverse clinical settings. Factors such as age, race, gender, sexual orientation, mental and physical characteristics, family values, educational level, socioeconomic status, religious values, and cultural differences are examined. Theories of multicultural counseling and interventions are considered. Counselor cultural self-awareness and the role of eliminating bias, prejudice, and discrimination are emphasized. Required.

510. Counseling and Helping Relationship (3 s.h.)

An introduction to the basic attitudes and skills in the helping process of professional counseling. Students will explore theological and philosophical grounds for helping relationship, as well as survey many common counseling theories and modalities. The course requires students to participate in experiential exercise largely based on a client-centered model, so that students develop foundational skills of listening, attending, validation, empathy, and more. Required.

515. Psychological Appraisal (3 s. h.)

This course will provide an understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals and use of appraisal results in helping processes. Required.

520. Human Growth and Development (3 s.h.)

The 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. This course will equip practitioners to understand the

nature and needs of individuals at all developmental levels, normal and abnormal human behavior, personality theory, and learning theory within cultural contexts. Required.

525. Applied Biblical Foundations of Counseling (3 s.h.)

This course offers engagement and application of Christian theology to the fields of counseling and psychological studies. Different frameworks for understanding the relationship between theology and psychology are explored, with special emphasis given to an integrative approach. The goal for the course to that students gain competence in understanding and applying key Christian themes from both biblical and systematic theology towards their work as counselors. Required.

550. Introduction to Play Therapy: History and Theory (3 s.h.)

Studies that provide an understanding of the definition of play therapy, a review of the history of mental health services for children, and the primary theoretical principles. Elective.

555. Play Therapy Techniques (3 s.h.)

This course will provide an in-depth look at theoretical approaches to play therapy with emphasis on techniques for children, families, and group play therapy. It will also provide a comprehensive overview of play assessment and diagnosis. The course will address issues related to age, culture, environment, ethnicity, race, religion, and socioeconomic status. This course will provide 67.5 hours toward the play therapy credential. Elective.

565. Child and Adolescent Psychopathology (3 s.h.)

A comprehensive overview of the major theories and methods used in the field of child and adolescent psychopathology. Students consider the major concepts in child development including developmental stages and developmental milestones. Students will practice techniques including play therapy and develop treatment plans. Students will examine legal and ethical issues that must be considered in work with children. Elective.

600. Research and Evaluation (3 s.h.)

An applied and experience-driven course providing an understanding of types of research methods, basic statistics, research report development, research implementation, program evaluation, needs assessment, and ethical and legal considerations. Required.

605. 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 clients with alcohol and drug addictions.

610. Groups and Group Therapies (3 s.h.)

Studies that provide an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills and other group approaches along with readings and projects. Required.

615. Psychopathology (3 s.h.)

This course provides a deep understanding of psychopathology, abnormal psychology, abnormal behavior, etiology dynamics, and treatment of abnormal behavior. Required.

620. Diagnostics of Psychopathology and Treatment Planning (3 s.h.)

A practical course focusing on understanding the diagnostics of Psychopathology, including the use of the DSM and ICD systems. The course will provide 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. Required.

625. Play Therapy for Special Populations (3 s.h.) The course will provide an in-depth look at techniques to be used as preventative and intervention for specific childhood problems such as divorce, grief, ADHD, autism, behavioral disorders, depression and anxiety. Elective.

630. Lifestyle and Career Development (3 s.h.)

A practical and applied course that provides experiential understanding of career development theories, occupational and educational information sources and systems, career and leisure counseling, guidance, and education, lifestyle and career decision making and career development program planning, resources, and evaluation. Required.

640. Family Systems (3 s.h.)

This course offers an introduction to the theory and application family systems models of counseling. Core concepts and processes of family systems theory are identified, and an overview of several primary theoretical models will occur. The goal for the course is that students gain knowledge of each model's assumptions, methods, strengths, and weaknesses, while also critiquing these models in light of the Christian biblical/theological message. Elective.

650. Crisis, Trauma, and Disaster Counseling (3 s.h.)

An evidence-based course designed to develop a wide range of best practices in counseling individuals and groups involved in crisis, disasters, and trauma. Required.

680. Counseling Practicum (3 s.h.)

In Counseling Practicum, students complete 100 hours of supervised counseling experiences, including 40 clock hours of direct service with actual clients in community and mental health organizations, human service, and hospital behavioral mental health units. Weekly individual and/or triadic supervision with field supervisors and weekly group supervision with counselor educator program faculty member required. Required.

681. Internship 1 (Fieldwork) (3.s.h)

In counseling internship, students complete 300 hours of supervised counseling experiences, including 120 clock hours of direct services with actual clients in community and mental health organizations, human services, and hospital behavioral mental health unites. Weekly individual and/or tiadic supervision with field supervisors and weekly group supervision with counselor educator program faculty member. Required.

682. Internship 2 (Fieldwork) (3 s.h)

In counseling internship 2, students complete the final 300 hours of supervised counseling experiences of 600 required hours, including 120 clock hours of direct services with actual clients in community and mental health organizations, human services, and hospital behavioral mental health unites. Weekly individual and/or triadic supervision with field supervisors and weekly group supervision with counselor educator program faculty member. Required.

090. Continuation of Fieldwork

Continuation of Fieldwork continues the process of completing the 600 clock hours of field experience begun in CC 681 Fieldwork I and CC 682 Fieldwork II for students who did not complete their fieldwork hours by the end of Fieldwork II. Weekly meetings with faculty and field supervisors are required. No credit. May be taken twice during subsequent semesters/terms.

Erskine Theological Seminary Courses Required for MACC

BI 501. Bible Survey (3 s.h.)

In this one-semester course, students lay a foundation for other seminary courses by reading through the entire Bible, Old and New Testaments. The major events, persons, places, and chronologies of the biblical materials are introduced, as well as the major themes of each individual book. Finally, the redemptive-historical thread of the Bible from Genesis to Revelation is expounded. Students may exempt themselves from this course by passing the Bible Challenge Exam administered by the Bible Department, and, in that case, they are to use the hours for another Bible course.

BI 502. Principles of Exegesis (3 s.h.)

This course introduces the student to the principles and practice of exegesis of the Old and New Testaments and surveys the history of the texts and translations of the Bible, as well as the ways the Old and New Testaments have been interpreted by the Church. Passages for exegetical practice are selected from both Testaments.

CH 551. Survey of Church History (3.s.h)

This course surveys the history of the Christian Church from its origins to the present time. Within the broad sweep of the four main periods of the Church [early (50-600), medieval (600-1500), Reformation (1500-1650), and modern (1650-present)], the course will consider key persons, dates, developments, movements, and theological concepts.

ST 551. Survey of Systematic Theology (3.s.h)

Using both historical and modern materials, this course aims to deepen awareness of the major doctrines of Christian theology and the current discussion of them.

Appendix A

Business Admission Standards by Major

Major	*Minimum GPA in Business Courses*
Accounting	*3.0*
Sport Management	*2.75*
Supply Chain Management	*2.75*
Digital Marketing	*2.75*

General Business: Open to all students (no GPA requirement)

Students not meeting the GPA requirement may pursue the General Business major. Students may also declare minors in the following areas regardless of GPA:

o Sport Management
o Accounting
o Supply Chain Management
o Digital Marketing
o Not-for-Profit Management
o Artificial Intelligence (AI)
o Certified Financial Planning (CFP)
o Business Analytics

Junior and Senior Transfer Opportunities
Students who initially pursue General Business but later meet the required GPA may request a major change into one of the specialized programs. Approval depends on transcript review and departmental approval, without delaying graduation if all coursework can be completed.

Transfer Student Admission
Transfer students must meet the same GPA requirements as traditional students (3.0 for Accounting; 2.75 for others) and submit an official transcript for evaluation. Those who do not qualify may still enter under the General Business major and reapply after demonstrating academic improvement at Erskine.

Appendix B

Application Process for Admission to the School of Business

For First-Year and Sophomore Students:
1. Complete Two Years as a Traditional Business Student
• All students enter as traditional business students, taking foundational courses in business, economics, and general education.
2. Meet the Minimum GPA Requirement in Business Courses
• Students must maintain a minimum GPA of:
• 3.0 for Accounting
• 2.75 for Sport Management, Supply Chain Management, and Digital Marketing
• GPA is reviewed at the end of the student's sophomore year.
3. Submit an Application for Admission into the School of Business
4. After completing their sophomore year, students who meet the GPA requirements must submit an application for admission into their desired major.
• The application will include:
• Academic transcript (to verify GPA in business courses)
• Statement of interest
5. Submit a Major Request to the Registrar
6. Students must submit a formal major change request to the registrar.
• They will only be admitted into their selected major if they meet the specific GPA requirement for that major.
7. Department Head Review and Approval
• Applications will be reviewed by the Department Head of the School of Business.
o If approved, the student will be formally admitted into their chosen major and assigned an academic advisor within the department.
o If denied, students may either
• Improve their GPA and reapply in a future semester, OR
• Continue as a General Business major, which does not require a GPA threshold.

Approval Process for Transfer Students

Students transferring from another institution who wish to major in Sport Management, Accounting, Supply Chain Management, or Digital Marketing must complete the following approval process:
1. Meet the Minimum GPA Requirement in Business Courses

2. Transfer students must have a cumulative GPA of 2.75 (or 3.0 for Accounting) in business courses to be considered for admission into a specialized business major.

3. Submit a Transfer Application to the School of Business

• Transfer students must submit an application that includes:

• Official transcripts from all previously attended colleges/universities A statement of academic and career goals (optional but encouraged)

4. Submit a Major Request to the Registrar

5. Transfer students must submit a formal major request to the registrar.

• They will only be admitted into their selected major if they meet the specific GPA requirement for that major.

6. Department Head Review and Approval

• The Department Head of the School of Business will review all applications and transcripts to ensure students meet the academic requirements.

• Transfer credits will be evaluated for equivalency to the School of Business curriculum.

7. Admission Decision

• If approved, the student will be formally admitted into their chosen major and assigned an academic advisor.

• If the student does not meet the GPA requirement, they may:

o Improve their GPA at the institution and reapply in a future semester, OR

o Declare a General Business major, which does not have a GPA requirement.

GPA-Based Major Transfer Opportunity for Juniors and Seniors

To ensure students have every opportunity to pursue their desired business major, we are implementing a GPA-based major transfer option for students who improve their academic standing later in the program:

• Eligibility: Junior and senior students who initially pursued a General Business degree but have since met the required GPA threshold may apply to switch into Sport Management, Accounting, Supply Chain Management, or Digital Marketing.

• Process:

1. Submit an Internal Transfer Request Form

2. Provide an updated transcript showing they now meet the minimum GPA requirement in business courses

3. Submit a Major Request to the Registrar

4. Receive approval from the Department Head

• Outcome:

• If approved, students will be allowed to switch into their chosen major without delaying graduation, provided they can complete all necessary coursework.

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B.S., M.B.A., Colorado Technical University

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B.S., Lander University

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B.A., Newberry College

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B.S., Texas Christian University

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B.S., Erskine College

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Charlene Haynes, Registrar Emerita

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.

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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.

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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 1-864-379-8838

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2025-26 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.



Dr. Steven C. Adamson
President

Erskine College is an equal opportunity college open to any qualified individual without regard to race, religion, sex, age, color, national or ethnic origin, or disability. Pursuant to all applicable federal anti-discrimination laws and regulations, Erskine does not discriminate against any of the protected categories of individuals in the administration of its policies, programs or activities. This non-discriminatory policy includes admissions policies, scholarship and loan programs, employment practices, and athletic and other school-administered programs except where required by specific religious tenets held by the institution.

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