



**COKER UNIVERSITY**

**2024-2025 Academic Catalog**

## **MISSION OF THE UNIVERSITY**

Coker University is a student-centered, comprehensive university. It is dedicated to providing every student an academic curriculum based upon a uniformly excellent liberal arts core that enhances the structured development of key personal skills.

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

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



**C O K E R**  
U N I V E R S I T Y

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

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

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## **NON-DISCRIMINATION POLICY**

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

# 2024 – 2025 ACADEMIC CALENDAR

Beginning Fall 2024, undergraduate and graduate programs will follow the same academic calendar. Graduate programs no longer follow separate G terms.

<b>Fall 16-week Semester and 8-week Term I and II, 2024</b>	
Friday, Jul 12, 2024	Tuition due for Fall
Friday, Aug 16, 2024	Student/Departmental Meetings
Monday, Aug 19, 2024	Fall 16-week Semester and 8-week Term I classes begin
Tuesday, Aug 27, 2024	Last day to Drop/Add a Term I and Semester course
Wednesday, Aug 28, 2024	Roster verification begins for Semester and Term I classes; Census date for reporting Semester and Term I classes
Monday, Sep 02, 2024	Labor Day, no classes; University closed
Wednesday, Sep 04, 2024	Roster verification for Semester and Term I classes due by 9:00 AM
Monday, Sep 16, 2024	Winter 2025 Course Materials Adoptions due
Tuesday, Sep 17, 2024	Last day to Withdraw from an 8-week Term I class without academic penalty
Monday, Sep 23, 2024	Spring / Term III / Term IV Course Materials Adoptions due
Friday, Oct 11, 2024	Last day of 8-week Term I classes
Friday, Oct 11, 2024	Semester midterm grades due by 9:00 AM
Monday, Oct 14, 2024	Term I final grades due by 9:00 AM
Monday, Oct 14, 2024	Fall break; no classes; University open
Tuesday, Oct 15, 2024	Fall break; no classes; University open
Wednesday, Oct 16, 2024	8-week Term II classes begin
Wednesday, October 16 - Friday, November 1	Advising for 2025 Spring Semester, Terms III & IV, and Summer Term V
Tuesday, Oct 22, 2024	Last day to Drop/Add an 8-week Term II class
Wednesday, Oct 23, 2024	Census date for reporting 8-week Term II classes Roster Verification begins for 8-week Term II classes
Friday, Oct 18, 2024	Last day to Withdraw from a 16-week Semester course without academic penalty
Wednesday, Oct 30, 2024	Roster Verification for 8-week Term II classes due by 9:00 AM
Monday, Nov 04, 2024	Registration begins for 2025 Spring, Terms III and IV, and Summer Term V

Friday, Nov 08, 2024	Last day to Withdraw from an 8-week Term II course without academic penalty
Friday, Nov 22, 2024	Registration ends for 2025 Spring Semester, Terms III & IV, and Summer Term V
Wednesday, Nov 27, 2024	Thanksgiving Holiday; University closed
Thursday, Nov 28, 2024	Thanksgiving Holiday; University closed
Friday, Nov 29, 2024	Thanksgiving Holiday; University closed
Thursday, Dec 05, 2024	Fall Semester Reading Day
Friday, Dec 06, 2024	Final Exams for 16-week Semester classes
Monday, Dec 09, 2024	Final Exams for 16-week Semester classes
Tuesday, Dec 10, 2024	Final Exams for 16-week Semester classes
Wednesday, Dec 11, 2024	Final Exams for 16-week Semester classes
Wednesday, Dec 11, 2024	Last day of 16-week Semester and 8-week Term II classes
Thursday, Dec 12, 2024	Senior Grades Due by 9:00 AM
Saturday, Dec 14, 2024	Winter Commencement
Tuesday, Dec 17, 2024	All non-Senior Semester and Term II grades due by 9:00 AM
Winter Interim, 2024	
Friday, Dec 06, 2024	Tuition due for Winter Interim
Monday, Dec 16, 2024	Classes begin
Thursday, Dec 19, 2024	Last day to Drop/Add a course
Friday, Dec 20, 2024	Roster verification begins; Census date for reporting
Monday, Dec 23, 2024	Winter Break University closed; course work continues but IT support limited availability
Tuesday, Dec 24, 2024	Winter Break University closed; course work continues but IT support limited availability
Wednesday, Dec 25, 2024	Winter Break University closed; course work continues but IT support limited availability
Friday, Dec 27, 2024	Roster verification due by 9:00 AM
Friday, Dec 27, 2024	Last day to Withdraw without academic penalty

Tuesday, Dec 31, 2024	University closed; course work continues but IT support limited availability
Wednesday, Jan 01, 2025	University closed; course work continues but IT support limited availability
Friday, Jan 03, 2025	Classes end (overlaps with spring)
Monday, Jan 06, 2025	Grades due by 9:00 AM
<b>Spring 16-week Semester and 8-week Term III and IV, 2025</b>	
Friday, Dec 06, 2024	Tuition due for Spring
Monday, Jan 06, 2025	Spring 16-week Semester and 8-week Term III classes begin
Monday, Jan 20, 2025	Martin Luther King, Jr Day; University Closed
Tuesday, Jan 14, 2025	Last day to Drop/Add a 16-week Semester or 8-week Term III course
Wednesday, Jan 15, 2025	Roster verification begins for Semester and Term III classes Census date for reporting Semester and Term III classes
Wednesday, Jan 22, 2025	Roster verification for Semester and Term III classes due by 9:00 AM
Tuesday, Feb 04, 2025	Last day to Withdraw from a Term III class
Monday, Feb 10, 2025	Summer 12-week & 8-week Course Materials Adoptions due
Friday, Feb 28, 2025	8-week Term III classes end
Friday, Feb 28, 2025	Midterm grades for 16-week Semester classes due by 9:00 AM
Monday, Mar 03, 2025	Term III final grades due by 9:00 AM
Monday, Mar 03, 2025	Spring Break; no classes; University open
Tuesday, Mar 04, 2025	Spring Break; no classes; University open
Wednesday, Mar 05, 2025	Spring Break; no classes; University open
Thursday, Mar 06, 2025	Spring Break; no classes; University open
Friday, Mar 07, 2025	Spring Break; no classes; University open
Monday, Mar 10, 2025	8-week Term IV classes begin
Mon, Mar 10 – Fri, Mar 21	Advising for 2025 Fall Semester, Terms I and II, and Winter Interim
Tuesday, Mar 18, 2025	Last day to Drop/Add an 8-week Term IV class
Wednesday, Mar 19, 2025	Roster verification begins for Term IV classes Census date for reporting Term IV classes
Friday, Mar 21, 2025	Last day to Withdraw from a 16-week Semester course without academic penalty

Wednesday, Mar 26, 2025	Roster verification for 8-week Term IV classes due by 9:00 AM
Monday, March 31-April 4	Registration begins for 2025 Fall Semester, Terms I & II, and Winter Interim
Friday, Apr 11, 2025	Last day to Withdraw from an 8-week Term IV class without academic penalty
Thursday, Apr 17, 2025	Honors Convocation
Friday, Apr 18, 2025	Registration ends for 2025 Fall Semester, Terms I & II, and Winter Interim
Thursday, Apr 24, 2025	Reading day for 16-week Semester classes
Friday, Apr 25, 2025	Final Exams
Monday, Apr 28, 2025	Final Exams
Tuesday, Apr 29, 2025	Final Exams
Wednesday, Apr 30, 2025	Final Exams
Wednesday, Apr 30, 2025	Last day of 16-week Semester and 8-week Term IV classes end
Thursday, May 01, 2025	Senior Grades Due by 9:00 AM
Friday, May 02, 2025	Fall / Term I / Term II Course Materials Adoptions due
Saturday, May 03, 2025	Spring Commencement
Tuesday, May 06, 2025	All non-Senior Semester and Term IV grades due by 9:00 AM
<b>Summer 12-Week Term, 2025</b>	
Friday, May 02, 2025	Tuition Due for Summer 12-Week Term
Monday, May 12, 2025	Classes begin
Tuesday, May 20, 2025	Last day to Drop/Add a course
Wednesday, May 21, 2025	Roster verification begins
Monday, May 26, 2025	Memorial Day; University Closed
Wednesday, May 28, 2025	Roster verification ends at 9:00 am (attendance reporting due)
Thursday, Jul 03, 2025	Independence Day Holiday & Summer break; University closed
Friday, Jul 04, 2025	Independence Day Holiday & Summer break; University closed
Monday, Jun 30, 2025	Last day to withdraw from a course without academic penalty
Friday, Aug 01, 2025	Classes end



Tuesday, Aug 05, 2025	Grades due by 9:00 AM
<b>Summer 8-week Term V, 2025 (Various smaller options possible within 8-week)</b>	
Friday, May 02, 2025	Tuition due for Summer 8-week term
Monday, Jun 02, 2025	Classes begin
Monday, Jun 09, 2025	Last day to Drop/Add a course
Tuesday, Jun 10, 2025	Roster verification begins; Census date for reporting
Tuesday, Jun 17, 2025	Roster verification ends at 9:00 AM
Thursday, Jul 03, 2025	Independence Day Holiday & Summer break; University closed
Friday, Jul 04, 2025	Independence Day Holiday & Summer break; University closed
Monday, Jul 07, 2025	Last day to Withdraw from a course without academic penalty
Friday, Jul 25, 2025	Classes end
Tuesday, Jul 29, 2025	Grades due by 9:00 AM

# INTRODUCING COKER UNIVERSITY

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

## **Coker's Purpose**

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

Coker University:

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

## **Coker's Principle**

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

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

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

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

## **Coker's Pedagogy**

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

*The Round Table approach to teaching as practiced at Coker University emphasizes the active role of the learner in the educational process. This approach depends upon small classes and reflects the commitment of the institution to the importance of the individual. The constant interaction thus assured between the instructor and the student makes possible a regular monitoring of the progress of learning. The frequent occasions when students engage each other in discussion provide peer support for the learning process. To give maximum encouragement to this approach, the University limits its class enrollments to encourage dialogue.*

### **Coker's History**

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

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

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

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

Dr. Fenton Keyes (1960-1968)  
Dr. Wilfrid H. Callcott (1968-1969)  
Dr. Gus Turbeville (1969-1974)  
Dr. C. Hilburn Womble (1975-1980)  
Dr. James D. Daniels (1981-2002)  
Dr. B. James Dawson (2002-2009)  
Dr. Robert L. Wyatt (2009-2019)  
Dr. Natalie J. Harder (2020- present)

The college officially became Coker University on July 1, 2019.

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

### **Coker's Community**

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

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

## **Coker's Campus**

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

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

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

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

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

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

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

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

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

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

### **Accreditation and Memberships**

Coker University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Coker University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Coker University 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](http://www.sacscoc.org)).

Coker University is also accredited by the National Association of Schools of Music, the National Association of Colleges of Art and Design and the National Association of Schools of Dance. The Wiggins School of Education at Coker University is accredited by the South Carolina Department of Education. This accreditation covers all initial teacher preparation programs at Coker University.

Coker University is a member of the American Council on Education, the American Association of Colleges & Universities, the Association of Governing Boards of Universities and Colleges, the Council for Higher Education Accreditation, the Council of Independent Colleges, the National Association of Campus Activities, the National Association of Independent Colleges and Universities, the Southern Association of Colleges and Schools Commission on Colleges, the South Carolina Independent Colleges and Universities, the Pee Dee Education Center, the National Association of Schools of Dance, National Association of Schools of Music, the American Society of Composers, Authors and Publishers, the National Association of Schools of Art and Design, the National Council for State Authorization Reciprocity Agreements, and the Council for the Accreditation of Educators Preparation.

### **University Academic Structure**

Coker University is organized into the following academic structure within which all undergraduate and graduate programs are located:

- The College of Health Professions
- The Coker College of Humanities and Sciences
- The McCall School of Visual and Performing Arts
- The School of Business
- The Wiggins School of Education

## UNDERGRADUATE ACADEMIC PROGRAMS

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

### List of available Majors, Minors, Specializations and Certificates:

\* available in person and online

^through partnership with LCMC/RIZE

#### Undergraduate Majors

Art - Studio Art (BFA)

Art conc. Fine Arts (BA)

Art conc. Graphic Design (BA)

Art conc. Photography (BA)

Art Education (BA)

Biology (BS)

Biology conc. Ecology (BS)

Biology conc. Molecular Biology (BS)

Biology conc. Pre-Medicine (BS)

Biology Education (BA)

Business Administration conc. Accounting \* (BS)

Business Administration conc. Actuarial Science ^ \* (BS)

Business Administration conc. Business Analytics \* (BS)

Business Administration conc. Digital Marketing ^ \* (BS)

Business Administration conc. Entrepreneurship and Innovation \* (BS)

Business Administration conc. Esports and Gaming Administration ^ \* (BS)

Business Administration conc. Financial Planning \* (BS)

Business Administration conc. Healthcare Administration \* (BS)

Business Administration conc. Management and Leadership \* (BS)

Business Administration conc. Sales and Marketing \* (BS)

Business Administration conc. Specialized Business \* (BS)

Business Administration conc. Sports Administration \* (BS)

Criminology \* (BA)

Cybersecurity ^ (BS)

Dance - Choreography (BFA)

Dance (BA)

Dance Education (BA)

Data Analytics ^ (BS)

Early Childhood Education (BA)

Elementary Education (BA)

General Education (BA)

Game Development ^ (BS)

General Science (BS)

General Science conc. Agricultural Science (BS)

General Science conc. Biomedical Science (BS)  
 General Science conc. Brewing Science (BS)  
 General Science conc. Environmental Science/Natural Resources (BS)  
 General Science conc. General Lab Technician (BS)  
 General Studies \* (BA)  
 Healthcare Studies conc. Entrepreneurship and Innovation (BS)  
 Healthcare Studies conc. Health Sciences (BS)  
 Healthcare Studies conc. Healthcare Administration (BS)  
 Healthcare Studies conc. Management and Leadership (BS)  
 Healthcare Studies conc. Nutrition (BS)  
 Healthcare Studies conc. Sales and Marketing (BS)  
 Healthcare Studies conc. Writing (BS)  
 Humanities (BA)  
 Information Technology ^ (BS)  
 Interdisciplinary Studies \* (BA)  
 Medical Laboratory Science (in cooperation with McLeod Regional Medical Center) (BS)  
 Music conc. General Music (BA)  
 Music conc. Piano (BA)  
 Music conc. Voice (BA)  
 Music Education conc. Choral Music (BME)  
 Music Education conc. Instrumental Music (BME)  
 Nursing (BSN)  
 Nursing - Health Professions to BSN (BSN)  
 Nursing - RN to BSN (only available as an online program) (BSN)  
 Physical Education & Sport Studies conc. Exercise Science (BS)  
 Physical Education & Sport Studies conc. Physical Fitness Programming (BS)  
 Pre-Pharmaceutical Studies (BA)  
 Psychology\* – (available in-person or online) (BS)  
 Psychology conc. Counseling (BS)  
 Public Administration ^ (BA)  
 Public Health ^ (BS)  
 Public Relations ^ (BA)  
 Sociology (only available as an online program) (BA)  
 Theatre conc. Musical Theatre (BA)  
 Theatre conc. Performance (BA)  
 Theatre conc. Technical Theatre (BA)  
 Theatre conc. Writing (BA)

\* available in person and online

^through partnership with LCMC/RIZE

**Minors:**

Art  
 Arts Management  
 Biology  
 Business Administration  
 Chemistry  
 Chinese  
 Communication  
 Criminology  
 Dance  
 English  
 Environmental Studies

Graphic Design  
History  
International Studies  
Mathematics  
Music  
Political Science  
Public Health  
Psychology  
Sociology (online)  
Theatre

**Program Specializations:**

African American Studies  
Forensic Studies  
Pre-Law

**Certificates:**

Entrepreneurship  
Experiential Education  
Financial Planning

**Graduate Majors:**

Business Administration (MBA)  
Curriculum and Instructional Technology (MED)  
Management and Leadership (MS)  
Nursing (Entry to Practice (MSN)  
Nursing (Education) (MSN)  
Nursing (Leadership) (MSN)  
Nursing Practice (Doctorate)  
Sports Administration (MS)

**Graduate Certificates:**

Leadership

**Honors Program for Undergraduate Students**

Coker University's Honors Program is a community of driven students with high potential, who seek a university experience that promotes leadership development and reflective citizenship through a combination of coursework, co-curricular experiences, and independent exploration. Each Honors Student will complete coursework and a multi-semester Capstone Project under the direction of a faculty mentor. In addition to Honors coursework, each Honors student will choose **two areas of focus** from outstanding academics, campus leadership, creative endeavors, innovative scholarship, global citizenship, and pre-professional experiences. The students will create e-portfolios that record and reflect upon their activities and personal development in these two areas. The quality of this e-portfolio will be evaluated by the Director of the Honors Program and the Honors Program Committee as a requirement for graduation from the program. Please see the [Honors Program section](#) of the catalog for more information on these areas.

**Admissions**

Prospective students with demonstrable potential in the areas listed above will be invited to apply to the Honors Program. When evaluating applicants for the Program, the university looks for students with energy and high potential who will take advantage of the opportunities that the Honors Program offers.

Consequently, admission to the Honors Program depends on:



- Academic achievement represented by standardized test scores and/or grades from previous schools
- Aptitude demonstrated through a self assessment and an essay
- Extracurricular experiences shown in a résumé
- Qualifications shown through a letter of reference from a teacher or supervisor

In addition, outstanding Coker University students with a 3.5 Coker GPA may be nominated by faculty, staff, or themselves, until their completion of the **second semester** of their sophomore year. These students will follow the same admissions process as prospective students, barring high school transcripts and standardized tests. Interested students should contact the Director of the Honors Program for associated deadlines and requirements for admission. In all cases, the final decision on admission to the Honors Program rests with the Honors Program Committee.

## UNDERGRADUATE ADMISSIONS

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

### Application Process

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

### Freshman Admission

To be eligible for admission to Coker University, freshman applicants who have graduated from high school within the past five years are required to provide certification of graduation from an approved secondary school prior to enrollment.

### Required Documents

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

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

The following GPA thresholds must be met in order to be considered for admission (after being converted to the South Carolina Uniform Grading Scale):

- 3.0 high school GPA or higher = regular admission
- 2.5–2.99 high school GPA = conditional admission

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

### **High School Diploma Authenticity**

The University reserves the right to evaluate high school diplomas and/or other documentation presented by the applicant. The Admissions Office may, at any time, request a copy of an official high school transcript to validate the high school diploma has been granted. As provided in the Federal Register (Section 668.16), Coker University reserves the right to withhold Federal Financial Aid funds until we can confirm the applicant has a validated high school diploma with a graduation date.

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

### **Conditional Admission**

An applicant who does not meet the minimum requirements for regular admission may be accepted and considered a conditional admit. Upon enrollment, qualifying students will be informed of additional stipulations and support services required for conditional admittance. Due to federal regulations, international students cannot be conditionally admitted.

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

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

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

Once enrolled, if a student is found to have falsified or omitted information regarding criminal charges during the admissions process the situation may be referred to the Academic Standards Committee for consideration of a mandatory Administrative Withdrawal of the student.

### **Transfer Admission**

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

- A completed admissions application form.
- Official transcripts from all prior college work.
- Official high school transcript and/or a copy of the GED certificate may be requested if the transfer requirements below are not met.

### **Transfer Admission Requirements**

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

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

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

If the above criteria is not met, the Director of Admissions reserves the right to allow high school transcripts/GED certificates to be reviewed for possible admission, if the student has obtained a 2.0 average in all college-level work attempted. Once the student's admissions file is complete, an admissions decision is normally made within seven days.

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

### **Appeal of Admission Denial**

An applicant wishing to appeal an admission denial may contact the Admissions Office to initiate the process. An admission denial appeal must be reviewed by the Admissions Committee. Committee members include a representative from the Academic Standards Committee and a member of the staff.

### **Transfer Agreements**

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

### **Additional Admission Requirements for the BSN**

- For students entering from high school: A minimum grade point average of 2.5 on a 4.0 scale and completion of a preparatory program in the summer preceding entry to the nursing program. This program (LAUNCH) is required and must be completed prior to beginning nursing courses.
- For college transfer students: A minimum grade point average of 3.0; students with less than a 3.0 but greater than a 2.0 or those with more than 3 D/W/F may request an interview and/or be required to complete a preparatory program. The preparatory program (LAUNCH) is required to be completed prior to or in conjunction with the first semester of nursing courses.
- Once admitted, applicants will need to complete Criminal Record Check/Child Abuse History, Clearances, FBI Fingerprinting, a drug screen and/or additional testing as required by clinical facilities.
- Applicants are advised and upon graduation and application for the Registered Nurse Licensure Examination (NCLEX-RN), all boards of nursing will inquire as to whether the applicant has been convicted of a misdemeanor, felony, felonious act, an illegal act associated with alcohol, or an illegal act associated with substance abuse(s).

### **Additional Admission Requirements for the RN-BSN**

Applicants must meet admission requirements as outlined in the Academic Catalog as well as graduating with a grade point average of at least 2.5 in their nursing program

- A one-page personal statement explaining career goals
- An active and unencumbered nursing license
- Earned Associate Degree in Nursing from a regionally accredited institution or diploma in nursing; program must be fully accredited by CCNE, CNEA or ACEN
- Actively working as a registered nurse
- Transcripts will be evaluated to determine if additional general education courses will be required.

## **Deposits**

### **Enrollment Fee**

All students offered admission to an undergraduate program must submit a \$50 non-refundable enrollment fee to officially reserve their spot in the incoming class or term. Residential students are also required to submit an additional \$150 deposit in addition to the \$50 student deposit.

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

Office of Admissions - Coker University

300 East College Ave. | Hartsville, SC 29550

1-843-383-8050 | 1-800-950-1908 | Fax: 1-843-383-8056

email: [admissions@coker.edu](mailto:admissions@coker.edu)

## **International Student Admission**

Coker University has a very active international student population with representatives from over 20 countries. Coker provides assistance to international students during the visa application process as well as during their time spent studying at Coker University.

Scholarships are available for international students to study at Coker; however, there are very few opportunities for work so students should be prepared to pay the majority of their costs.

## **English Language Proficiency Admission Requirement**

Student must meet one of the following:

- Be a citizen of one of the following countries: Australia, the Bahamas, Barbados, Canada, Ireland, Jamaica, New Zealand, St. Kitts & Nevis, St. Lucia, Trinidad & Tobago, the United Kingdom
- Submit a TOEFL iBT® combined score of 66 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 16
- Submit an IELTS™ overall band score of 6.0 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 5.0
- Submit an English3 combined score of 64 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 15
- Graduate from a U.S. high school, following at least 4 consecutive semesters of attendance, no more than 12 months before the date the student plans to enroll
- Transfer to Coker from another U.S. college or university with 24 transferable credits, excluding ESL courses, and a grade point average of 2.25 or higher in all non-ESL coursework attempted

## **International Freshmen**

Freshmen seeking admission to Coker University must:

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

### **International Transfer e Students**

Students transferring to Coker from another college or university must:

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

### **Student Visas**

Coker University is authorized by the US Student and Exchange Visitors Program (SEVP), a division of the US Customs and Immigration Services (USCIS), to enroll non-immigrant students holding an F-1 student visa. In support of a student's visa application, Coker will issue Form I-20: Certificate of Eligibility for Nonimmigrant Student Status, when all of the following conditions have been met:

- The student has been accepted to Coker University and has paid all necessary deposits.
- The student has satisfactorily demonstrated that he or she has sufficient liquid financial resources to pay the cost of attendance.
- The student has demonstrated sufficient English language skills (reading, writing, speaking, and listening) to pursue college-level instruction delivered in English.
- For students currently attending another U.S. high school, college or university, successful transfer of their current SEVIS record to Coker University.

Please note that an I-20 cannot be issued to students enrolling in an online program at Coker University.

### **Online & Graduate International Students**

Students wishing to enroll in an online undergraduate or graduate program at Coker University are not eligible to receive a Form I-20 or to apply for a student visa to participate in a fully online program. Online students must meet all of the admission and English proficiency requirements outlined above in order to be considered for admission to any undergraduate or graduate program. Online international students will not need to certify sufficient liquid financial resources since they will not be issued a Form I-20.

Proof of English language proficiency requires that international students meet one of the following conditions:

- Be a citizen of one of the following countries: Australia, the Bahamas, Barbados, Canada, Ireland, Jamaica, New Zealand, St. Kitts & Nevis, St. Lucia, Trinidad & Tobago, the United Kingdom
- Submit a TOEFL iBT® combined score of 66 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 16

- Submit an IELTS™ overall band score of 6.0 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 5.0
- Submit an English3 overall score of 64.0 or higher, completed no more than 24 months before the date the student plans to enroll, with no subtest score below 15.0
- Graduate from a U.S. high school and present an EBRW score of 450 or an ACT English score of 18
- Transfer to Coker from another U.S. college or university with 24 transferable credits, excluding ESL courses, and a grade point average of 2.25 or higher in all non-ESL coursework attempted.

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

### **Deposits and Fees**

In order to confirm attendance at Coker University, all students must submit a \$50 non-refundable deposit to be considered enrolled or “Moved to Student”. Residential students are also required to submit an additional \$150 deposit in addition to the \$50 student deposit. In each semester of enrollment, international students are also required to pay a \$100 administrative fee to assist with orientation and transportation.

### **Admission of Undocumented Students**

Coker University will admit and enroll an undocumented student if:

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

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

# SCHOOL OF VISUAL & PERFORMING ARTS ADMISSION & AUDITION REQUIREMENTS

## Art

### Scholarship Audition Requirements

Students interested in talent based scholarships in art must complete the following requirements:

- Upload high-resolution photos of 10-15 original works of art in as many media as possible at [coker.edu/auditions](http://coker.edu/auditions).

### BFA Application and Review

Current students interested in pursuing the BFA in Studio Art must complete the following requirements prior to being accepted into the program. Students should also have a 3.0 GPA in Coker art courses upon application and are required to maintain a 3.0 GPA in art courses to remain in the BFA program. Students can apply to the BFA program at the end of their freshman year. Students have 2 chances to pass this review. Students not accepted into the BFA program may continue to pursue the BA in Art degree (Note: Sophomore Review is required for the BA in Art)

- BFA Application Form
- Portfolio of 15 works of art and/or design
- Sketchbooks and process/research documentation
- Statement of intent (1-2 pages)
- Statement of degree/career plan (1 page)
- 2 recommendations (at least 1 on-campus)
- Art Fundamentals and Artist Quiz

## Dance

### Scholarship Audition Requirements

Students interested in talent based scholarships in dance must complete the following requirements:

- A dance technique class
- A two-minute (minimum) solo in any style of dance  
Register for auditions at [coker.edu/auditions](http://coker.edu/auditions)

### BFA and BA- Dance Education Application and Review

Current students interested in pursuing either the B.F.A. in Dance - Choreography or the BA in Dance Education must complete the following requirements prior to being accepted into those programs. Students should also have a 3.0 GPA in Coker dance courses upon application and are required to maintain a 3.0 GPA in dance courses to remain in these programs. Students can apply to the BFA or Dance Education programs at the end of their freshman year. Students have two chances to pass this review. Students not accepted into the BFA or Dance Education program may continue to pursue the BA in Dance degree. (Note: Sophomore Review is required for all dance majors)

- BFA/Dance Education Application Form and Resume
- For the BFA: At least 2 examples of choreography from either the *Informal Dance Concert* or the *Student Choreography Showcase (SCS)*
- For Dance Education: Pass EDU 102 or EDU 200/201
- Statement of intent, that includes a career plan (1-2 pages)

## Music

### Scholarship Audition Requirements

Regardless of degree track, the following items will need to be prepared:

#### Voice

- Two songs that are:
  - In contrasting styles
    - Sung from memory
- Demonstrative of your range and ability
  - From periods or styles that affirm your previous musical and cultural experiences (may include but are not limited to: classical, gospel, musical theatre, etc.)
  - Performed with or without accompaniment (recorded accompaniments are allowed for pre-recorded auditions only)

#### Instrumental

- Two or three works from contrasting style periods from the standard repertoire for your instrument
- Pieces may include complete works or individual movements from larger works
- Pieces may include accompaniment, but should be performed without accompaniment for the audition
- Piano/organ auditionees should perform one of the pieces from memory
- All major, minor, and chromatic scales

For questions regarding auditions or repertoire selections for your instrument, please contact [coker.edu/auditions](http://coker.edu/auditions).

## Theatre

### Scholarship Audition Requirements

Students interested in talent based scholarships in theatre must complete the following requirements:

#### BA in Theatre, Performance Concentration

- Two 60 second monologues in contrasting styles (Classical/Contemporary; Dramatic/Comedic) All monologues should be memorized.
- Please also bring your audition book with other materials (headshot/resume), if you have them.

#### BA in Theatre, Musical Theatre Concentration

- One 60 second monologue and 32 bars of one musical theatre song (monologue and song should contrast) Both monologue and song must be memorized.



- Please also bring your audition book with other materials (headshot/resume), if you have them.

#### **BA in Theatre, Tech/Design Concentration**

- Resumé and Portfolio - Production photos, SM book, Design/Process photos with descriptions.

#### **BA in Theatre, Playwriting Concentration**

- Sample of playwriting - 10 minute Play, scene(s), monologues, commercials, TV spot, Film script.

These auditions can be sent via uploaded video, an emailed YouTube link, or an in-person scheduled audition. Register for auditions at [coker.edu/auditions](http://coker.edu/auditions). *If you need an accompanist for in-person musical theatre auditions, please provide us with the titles (and/or copies) of your song two weeks before the audition date. If you are sending a video or link, you can sing along with karaoke or recorded tracks or live piano, but you must not sing acapella.*

The Theatre Program does not require an audition for entrance into any degree tracks.

## **GRADUATE ADMISSIONS**

### **Required Documents**

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

- A completed admissions application form.
- Official transcripts from all undergraduate and/or graduate institutions attended.
- A one-page personal statement explaining the student's educational and career goals
- Resume.
- Two professional references.

An applicant must hold a bachelor's degree from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation with an overall undergraduate grade point average of 3.0 on a 4.0 scale. Students with a lower undergraduate grade point average may be reviewed for admissions by the appropriate program coordinator. Qualified Coker undergraduate students will be considered for admission during the second semester of their junior year as part of a five-year undergraduate/master's program.

Undergraduate students that will not be pursuing their master's at Coker may request permission from the Office of the Provost to enroll in a 500 or 600 level graduate course.

### **Additional Requirements for the MSN Program**

- Applicants must meet admission requirements as outlined in the Academic Catalog as well as graduating with a grade point average of at least 3.0 in their BSN program.
- Applicants not meeting the grade point average requirement can be admitted on a probationary basis. Two sequential semesters with a grade point average of 3.0 is needed to return to good academic standing. A student must be in good academic standing within 4 semesters.
- Students holding an associate degree in nursing will need to complete the RN-MSN Bridge prior to beginning the MSN program.
- Graduates of Coker University's RN-MSN Bridge will automatically be admitted to the MSN program provided their grade point average in the Bridge Program is 3.0.

### **Additional Requirements for RN-MSN Bridge Program**

- A completed admission application form

- Official transcripts from all undergraduate and graduate institutions attended
- A one-page personal statement explaining career goals
- GPA of 2.8
- An active and unencumbered nursing license
- Earned Associate Degree in Nursing from a regionally accredited institution or diploma in nursing; program must be fully accredited by CCNE, CNEA or ACEN
- Earned C or better in each course submitted for transfer to Coker University
- Actively working as a registered nurse

## **NON-DEGREE SEEKING STUDENT ADMISSIONS**

### **Professional and Continuing Studies Program**

The Professional and Continuing Studies Program extends Coker University's academic resources to non-degree seeking students by offering noncredit certificates and other professional development programs. A primary goal of this program is to build strong partnerships with regional employers to identify and address their most important workforce needs. As such, Coker faculty are encouraged to leverage their collective expertise to design customized educational programs and training workshops that deliver tangible results for individuals, organizations, and the surrounding community.

### **Professional and Continuing Studies Certificate**

A Professional and Continuing Studies Certificate includes a series of courses designed to help individuals gain knowledge in a focused area of study and/or acquire in-demand skills sought by employers. These certificates typically include noncredit modules or courses that do not have to follow the semester-based schedule. Delivery formats may include in-person, online, self-paced, on-demand, synchronous, and/or asynchronous. All requirements of the certificate must be completed through Coker. Participants receive a physical and/or digital certificate of completion upon successful conclusion of the program requirements. Any/all new certificates offered through the Professional and Continuing Studies Program must be approved by the dean(s) of the appropriate academic discipline(s).

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

A person who is accepted as a special student will normally be allowed to take a maximum of 12 semester hours. The student must then be accepted under regular admission for continued enrollment. An academic advisor is normally not assigned during the period of special student classification. Students seeking admission to Coker University under this category must submit an application for admission prior to enrollment. Students are not eligible for financial aid from the university.

### **Transient Student Admission**

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

## Auditing Student Admission

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

## Readmission

All students must apply for readmission if they:

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

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

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

## TUITION & FEES 2024 - 2025

<b>Undergraduate Tuition (per semester)</b>	
Full Time (12 to 18 semester hours)*	\$16,204
Overload (per semester hour over 18)	\$1,192
Part Time (per semester hour if enrolled under 12 semester hours)	\$1,350.33
Summer or Winter Terms (per semester hour)	\$425
Audit (per semester hour)	\$50
<b>Nursing Programs Tuition</b>	
BSN (charged at rate of undergraduate tuition)	*See above
HP to BSN (per semester)	\$6,500
RN to BSN or RN to MSN Bridge (per credit hour)	\$425
<b>Room (per semester)</b>	
Multiple Occupancy Room/Suite	
Memorial or RTC Hall	\$2,632
Belk (designated for freshmen or upperclassmen) (base cost)	\$2,632
Coker or Grannis Hall	\$2,940
James Lide Coker III Hall	\$4,213
Residential Village	\$4,600
Private Occupancy Room <i>See note 1</i>	\$4,098

<b>Board Plan (per semester) See note 2</b>	
21 or 14 meal plan	\$2,917
7 meal plan	\$1,717
Commuter meal plan (commuter students only-50 meals)	\$408
<b>Online Undergraduate Tuition (per credit hour)</b>	
Tuition	\$425
<b>Graduate Tuition (per credit hour)</b>	
Curriculum and Instructional Technology <i>See note 3</i>	\$542
Sports Administration	\$638
Management and Leadership	\$690
Nursing	\$690
Entry to Practice MSN	\$690
Doctoral Nursing (DNP)	\$825

### Annual Fees

<b>Undergraduate Residential Student Fees</b>	
Facilities and Infrastructure	\$420
Technology Fee	\$252
Student Activity/Recreation	\$252
Experiential Learning	\$84
<b>Total</b>	<b>\$1,008</b>
<b>Commuter Student Fees</b>	
Technology Fee	\$252
Student Activity/Recreation	\$252
Experiential Learning	\$84
<b>Total</b>	<b>\$588</b>
<b>International Student Fees</b>	
Insurance (approximate) split between 2 semesters	\$1,652
Administration Fee	\$100/sem

### Fees Charged Per Term

<b>Graduate Student Fee</b>	
Technology Fee	\$50/term
<b>Online Student Fee, Winter Term Fee, Summer Term Fee</b>	
Technology Fee	\$50/term

### One-Time Fees

<b>One-Time Fees - (not reduced from student balances)</b>	
New Undergraduate Student Fee	\$50
New Undergraduate Housing Fee	\$150

## Course & Program Fees

<b>Course Fees</b>	
School of Business	
BUS 490	\$35
School of Education	
EDU 415	\$150
School of Visual & Performing Arts	
Art Studio Courses: ART 101, 102, 105, 205, 209, 210, 230, 250, 260, 275, 305, 309, 310, 311, 312, 321, 325, 326, 330, 331, 350, 351, 360, 361, 375, 376, 410, 415, 430, 435, 440, 445, 470, 475, 490	\$100
ART 220, ART 320	\$150
ART 386	Varies
DNC 205, DNC 305	\$175
Applied Music - one credit hour	\$125
Applied Music - two or more credit hours	\$250
MUS 380 (Junior Recital)	\$50
MUS 480 (Senior Recital)	\$100
College of Health Professions	
Nursing Per Semester Fee (BSN, HP to BSN, Entry to Practice MSN)	\$800
PE 230 and PE 250 Activity fee (per course)	\$350
PE 322 Activity fee (per course)	Varies
College of Humanities & Sciences	
All BIO Labs	\$35
All CHE Labs	\$35
All PHY Labs	\$35
<b>Program Fees</b>	
College of Health Professions	
Nursing Program One-Time Fee (BSN, HP to BSN, Entry to Practice MSN)	\$500
<b>Inclusive Access</b>	
Inclusive Access course materials fees - some courses utilize Inclusive Access to lower text fees. These text fees are added directly to the student account. A student may choose to opt out of IA but must then purchase course materials on their own. A student may opt out by going to the "Course Materials" link within the course and selecting "Opt out." If a student does not see the link, the student should contact the Instructor immediately and send a message to <a href="mailto:bookstore@coker.edu">bookstore@coker.edu</a> .	*Varies: attached to course

**Tuition and Fee Notes:**

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

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

3 Students enrolled in the MED in Curriculum and Instructional Technology through the Teacher Ready program should consult the Dean of the School of Education about program tuition.

**Tuition and Fee Policies**

Tuition and fees must be paid in full, or their payment satisfactorily arranged, at least 10 business days prior to the start of classes.

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

**Returned Check Policy**

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

**Refund Policy**

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

**Application Fee:** Not refundable

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

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

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

**Acadeum Consortia Classes:** There will be no refunds given for online consortia courses past the teaching institution's drop/add date. Please note: this date may be different from Coker's drop/add date. If a student drops an Acadeum Consortia class after the fee has been paid, the student must pay for the course.

**Audit Fee:** Not refundable

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

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

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

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

### **Calculation of Refund Amount**

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

Students should be aware that the University does not credit a withdrawing student's account with 100% of institutionally-funded financial aid (i.e. Coker athletic, need-based, and merit scholarships) but will apportion the institutional aid at the same percentage as the tuition refund. Because a withdrawing student may be liable to repay financial aid funded by State and Federal programs, a payment to the State or Federal government may be required.

## **FINANCIAL AID**

### **Principles of Financial Aid**

Students who have satisfactory academic records and need aid may qualify for financial assistance. Although the primary responsibility for financing an education remains with students and their families, Coker University participates in several programs designed to supplement the family contribution to meet the financial need of the student.

The primary principles of administering financial aid programs are:

Financial aid is designed to provide financial help to students who need additional resources to pursue their education and career objectives,

Aid may take the form of a job, grant, scholarship, loan, or a combination of any of these,

Aid is based upon the student's ability to make satisfactory progress according to the College's Financial Aid Standards of Academic Progress (SAP), and

Financial aid can be reviewed and canceled at any time due to changes in registration, the financial or academic status of the student as determined by the Office of Financial Aid.

### **Financial Aid Programs**

In addition to offering institutional scholarships and grants, listed at <https://www.coker.edu/tuition-aid/tuition-fees/> Coker partners with federal, state, and local organizations to offer aid to students. Information on specific federal and state programs such as Pell Grant, HOPE/LIFE/Palmetto Fellows Scholarship, SC Tuition Equalization Grant, and the Direct Loan program are available online at <https://www.coker.edu/tuition-aid/scholarships-grants/>.

The published tuition, housing, and meal costs for Coker University are greatly reduced for many students through grants, scholarships, and low-interest loans. As a result, the cost of an education at Coker University is usually far less than the published price. To obtain an estimated cost, please use the online Net Price Calculator at <https://www.coker.edu/tuition-aid/net-price-calculator/first-year-student-net-price-calculator/>.

Numerous types of student financial aid are available through public agencies, local industries, civic organizations, church groups and special interest groups. Students should explore these sources of financial assistance by contacting these agencies directly. Often, help is as close as the local library which has listings of such help. The school counselor is a great source for local assistance. Many employers, such as Wal-Mart and Chick-fil-A, participate in scholarship programs.

### **Federal Aid Eligibility**

Students must meet the following criteria to be eligible for Federal (Title IV) student aid programs:

1. Have financial need, except for some loan programs.
2. Have a high school diploma or GED certificate.
3. Be enrolled or accepted as a degree-seeking student
4. Be a U.S. citizen or eligible non-citizen.
5. Have a valid Social Security Number.
6. Make Financial Aid Satisfactory Academic Progress (SAP).
7. Sign a statement on the FAFSA certifying that the student will use federal student aid only for educational purposes and that the student is not in default on a federal student loan and does not owe any money on a federal student grant



## Application Procedures

To apply for financial aid at Coker University:

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

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

## Awarding Process

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

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

In accordance with federal regulations, students must maintain satisfactory academic progress in order to receive Federal Title IV funding and state aid. Coker University is mandated to deny financial aid to any student who is not in compliance with the satisfactory academic guidelines as outlined in the *Student Handbook* and on the Coker University's web site, located on the website under [Financial Aid & Tuition, Financial Aid ToolKit](#).

## Financial Assistance Programs

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

### Federal and State Aid Programs

**South Carolina Tuition Grant** is awarded to state residents who are full-time students at South Carolina independent colleges. The awards are based on family resources, cost of the college, and satisfactory progress toward a degree. Use the FAFSA to apply. Students must complete FAFSA each year, prior to the deadline of August 1st.

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

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

**Federal Direct Loan Program** is available to students enrolled on at least a half-time basis who demonstrate satisfactory progress toward their degree. Students may borrow up to \$3,500.00 in the first year (up to 27 completed credit hours); \$4,500.00, the second (28-57 completed credit hours); \$5,500.00, the third (58-89 completed credit hours) and fourth (90+ completed credit hours). Repayment on the principal and interest of Direct loans begins six months from the time that a student ceases to be enrolled on at least a half-time basis. Students who do not qualify for interest benefits will be encouraged, but not required, to make periodic interest payments while in school.

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

**LIFE Scholarship** is a merit-based grant for South Carolina students equal to the average cost of tuition and books at state institutions as determined by the state government each year. Students are eligible for the LIFE Scholarship if they meet two of the three following requirements: a 3.00 GPA, 1100 SAT or 22 ACT score, or top 30% of the graduating class. Scholarships are renewable with a 3.00 GPA and an average of 30 semester hours (non-remedial hours) earned by the end of the academic year. No application is needed.

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

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

#### Other Financial Options

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

**Private Loans** - Students may apply for a private loan with Fast Choice <https://choice.fastproducts.org/FastChoice/home/342700>.

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

**Veterans' Benefits** - The Veterans Administration recognizes Coker University as an eligible institution to provide education to qualified veterans. It is a VA requirement that students receiving VA benefits must declare their academic major during their first year of enrollment at Coker University. Students and/or parents would provide a Certificate of Eligibility and DD214 to [va\\_benefits@coker.edu](mailto:va_benefits@coker.edu) at least 4 weeks prior to the 1st day of classes.

Veterans and veterans' dependents should contact the Veterans Administration (1-800-827-1000) for information. Application for benefits can be made online at [www.gibill.va.gov](http://www.gibill.va.gov) or [www.ebenefits.va.gov](http://www.ebenefits.va.gov). Veterans may contact the University's VA Representative at [va\\_benefits@coker.edu](mailto:va_benefits@coker.edu).

### **Institutional Scholarships**

Friends of Coker University have shown their generosity and confidence in the University and its students by endowing numerous scholarships. Coker University scholarships are awarded to students who demonstrate outstanding academic potential as well as those who qualify for financial assistance. The institutional scholarships and grants described below are limited to those students enrolling in the day program. Note that all institutional scholarships are restricted to direct expenses. Refunds cannot be generated from institutional scholarships. If financial aid is awarded in excess of charges, institutional scholarships may be reduced.

**Trustees Scholarship:** This award of up to \$15,000 is the highest academic scholarship. It is given to in-state students who receive a Palmetto Fellows Scholarship, and to out-of-state students who qualify with a 3.50 high school GPA.

**Presidents Scholarship:** This award is based on the minimum high school grade point average of 3.50. Scholarship amount is up to \$14,000 per year. Award amount is based on the student's high school grade point average at the time of acceptance.

**Deans Scholarship:** This award is based on the minimum high school grade point average of 3.00. Scholarship amount is up to \$13,000 per year. Award amount is based on the student's high school grade point average at the time of acceptance.

**Bell Tower Grant:** This award is based on the minimum high school grade point average of 2.5. Scholarship amount is up to \$11,000. Award amount is based on the student's high school grade point average at the time of acceptance.

**Founders Scholarship:** This award is based on the minimum high school grade point average. Scholarship amount is up to \$7,500. Award amount is based on the student's high school grade point average at the time of acceptance.

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

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

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

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

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

**Transfer Scholarships:** These scholarships are based upon the grade point average achieved at the previous institution(s). Amounts range from \$7,500 to \$15,000 per year.

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

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

### **Named Scholarships**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**The Gustave Adam and Carrie Lee Erwin Kalber Memorial Scholarship:** This scholarship was established by an alumna in memory of her husband. **The Caroline M. Reaves Scholarship:** This fund was established by the late Miss Reaves, a member of the mathematics faculty from 1916 to 1946.

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

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

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

### **Other Named Scholarships**

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

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

Jane Andrews Funderburk  
 Endowment  
 Harrell C. Gainey  
 Marion Gamble  
 S. W. Garrett  
 Thomas E. and Pearl S. Goodson  
 (Music)  
 Eleanor Fogle Harrison  
 Barnell Hatch  
 Marvis Wiggins Henry  
 Rebecca Field Henslee  
 Charles Huntley  
 The Inabnit Family  
 Erby and Sue Jackson  
 Jacqueline Everington Jacobs  
 Howard Lee Jones  
 Carleene Myers Jordan  
 The Katy Did It Endowment  
 Charles R. and Mary P. Koewer  
 Kenneth W. Krueger  
 Eugenia McAlpine Lewis  
 Barbara Lindstedt  
 Jean Ludlam '51  
 Anne Lamb Matthews  
 Lavaughn Robinson McCall  
 (Music)  
 Maude McDermott  
 Ruth Ludlam McLamb '46  
 Jennie Smith McLeod  
 Ethel Laney Miller  
 Ann Holloway Murchison '45  
 Mutual Savings and Loan  
 Diana Cobb Nall (Social Work)  
 Jane Parler Norwood  
 Chaty Hayes O'Neal '46  
 Lou Smith Otts (Art)  
 Pepsi-Cola  
 Leona Davis Perry

Edna Poyner  
 Bill and Margaret Reaves  
 Lt. Col. Howard Calhoun Rogers  
 Beverly and Barbara Rush  
 Eleanor Ruthven (Creative  
 Writing)  
 Sarah Jo Safrit  
 Willie Calcutt Saleeby  
 William and Elizabeth Shelly  
 Bob Simpson (Pee Dee Heritage)  
 Alice and Virgil Smith  
 E. Jack Smith  
 Marguerite Lawton Smith  
 Mary Huggins and T. Bruce  
 Smith, Sr.  
 Sparrow Scholar Program  
 J. C. Spivey  
 Harriet Britton Stackhouse '45  
 Florence H. Steele  
 Louis and Lillian Dillard  
 Stephens  
 Gretchen Livingston Toole  
 Howard Tucker  
 Joyce Johnston Jordan Utt  
 Eleanore Whittinghill Vaughan  
 (Music)  
 Vera King Watford  
 Christine and Brent Weaver  
 Pat West  
 Zan West  
 Elizabeth Newell Whaley  
 Willis Chiro-Med  
 Kenneth Wilmot (Music)  
 Ann Ludlam Winfield '44  
 Joanne Moody Zobel

### FOR MORE INFORMATION

To learn more about financial assistance options and application procedures contact:  
 Director of Financial Aid - Coker University  
 1-843-383-8055  
 Email: [financial\\_aid@coker.edu](mailto:financial_aid@coker.edu)

## STUDENT SUCCESS, ORGANIZATIONS, AND OTHER SERVICES

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

### Coker University Student Covenant

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

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

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

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

### **Student Engagement**

Coker University offers many opportunities for students to get involved within our Coker Community. The Office of Student Engagement provides a diverse range of opportunities to get involved to ensure everyone feels comfortable and welcome! The umbrella of Student Engagement includes the Campus Activities Board (CAB), Campus Recreation & Intramurals Program, Registered Student Organizations (RSOs), and Student Government Association (SGA).

The Campus Activities Board (CAB) is a branch of the Student Government and is responsible for programming to meet the social, recreational, and cultural needs of students. CAB consists of multiple committees of Coker Students who have a passion for being a part of their peers' collegiate memories by creating memorable events and activities throughout the school year. From small weekly events like bingo nights to large-scale campus traditions such as Homecoming and Crew Races. CAB's mission is to create events for students by students under the guidance of the Director of Student Engagement.

### **Campus Recreation & Intramurals Program**

At Coker University, we believe in fostering a vibrant campus life that extends beyond academics. Our intramural sports program offers students, faculty, and staff various opportunities to engage in friendly competition, stay active, and build a sense of community. Visit the Office of Student Engagement for the most up to date offerings.

Students may become involved in many clubs and other organizations known as Registered Student Organizations (RSOs). RSOs are organized around special interests, honor societies, governmental and programming bodies, and social interests. We encourage students to make their experiences truly their own. Meaning, if there isn't an RSO that sparks your interest, create your own! The Office of Student Engagement and Student Government Association (SGA) will guide you through the process of creating a lasting impact on the campus through your addition of involvement opportunities.

All Coker University students are members of the Student Government Association (SGA), the parent body of all recognized campus student groups. The Finance Committee of the SGA uses student activity fees to support a variety of campus programming, activities, and publications. SGA serves as a channel of communication between students and administration, organizes and motivates the Student Body through intentional programming, and provides participants with both leadership and problem-solving skills. The SGA is under the advisement of the Director of Student Engagement.



### **Counseling Services**

Coker University recognizes that our students are developing emotionally and socially, as well as academically. Coker University provides a Licensed Professional Mental Health Counselor for students. The Center offers a range of services including Individual and group counseling, Crisis intervention, workshops and seminars designed to promote the students' emotional, psychological and social well-being. Coker University's Counseling Center partners with local resources in order to tailor services to meet the individualized needs of our students. The Counseling Center is located in the Health and Wellness Center. Counseling Services also coordinates the provision of both temporary and long-term accommodations for students with documented disabilities. This includes learning disabilities, physical impairments and psychological disorders, and may include both in and out-of-class assistance.

### **Health Services**

Coker is pleased to partner with local medical centers to provide quality, caring health and wellness services for our students, as well as employees and their families. Experienced medical professionals staff the Center for Health & Wellness clinic, including a registered nurse and a nurse practitioner. Coker students may consult with a registered nurse and receive basic first aid free-of-charge. Comprehensive medical exams are provided in partnership with the local Medical Center, which accepts most insurance plans and offers a sliding scale payment option for those who are uninsured. For more information contact Health Services at 843-383-8141.

### **ID Cards**

Students are issued a Coker University identification (ID) card when enrolled. This card is the property of the University and is held by the student only while he or she is enrolled in good standing. Students must have their ID cards in their possession and visible at all times and must present them to an official of the University when requested (this includes, but is not limited to, Campus Safety, Residence Life staff, and Dining Services staff). ID cards may not be passed or loaned to someone else. ID violations will result in judicial action. In addition to serving as the official identification of a Coker student, the Coker University ID also provides access to the residence halls, dining services, the library, intercollegiate athletic events, cultural events, and guest speakers on campus. Card readers, located on each external door of the residence halls, limit access to the residence and dining halls to only residential students and commuters on the declining balance meal plan with valid IDs. The Declining Balance Plan, or CobraCash, is a debit option that can be used for purchases in all on-campus dining facilities and at selected off-campus restaurants. See the Dining Services section for more information. Replacement of Lost or Damaged ID Cards: Lost ID cards should be immediately reported to Coker University Campus Safety (843-383-8140). There is a \$150.00 fee to replace lost or damaged IDs.

### **Residence Life**

Coker University is a residential University and provides residential facilities for the housing needs of our full-time, traditional-aged, undergraduate semester students. Traditional-aged (students between 17 and 23), full-time, undergraduate semester students are required to live in University housing. Students qualifying for residency who do not wish to live in University-managed housing may petition to be exempted from this policy. Students must meet the following qualifications to apply for residence exemption:

- The student must reside locally (within 30 miles) with a parent, grandparent, spouse, or legal guardian (documentation required and residency must be established prior to enrollment at the institution)
- or
- The student must be at least 22 years of age prior to the start of the fall semester
- or
- The student must be classified as a senior (90+ semester hours completed) by the Office of Academic Records by the start of the fall semester

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

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

Detailed housing policies are contained in the Housing Agreement and the Student Handbook.

### **Student Success Center**

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

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

### **Career Center**

Students have access to services that will assist in both current learning experiences and achieving future goals. In part, the knowledge and professionalism that they will gain through these resources and experiences will assist them in transitioning into full-time, rewarding careers.

The resources and information provided by the Career Center are designed to build off of each consecutive year and to be a catalyst for continued professional development and success years after graduating from Coker. By providing these resources, including but not limited to the list below, Coker University hopes to create an array of services that can reach students in a variety of settings while developing a well-rounded professional self. In part, the knowledge and professionalism that they will gain through these resources and experiences will assist them in transitioning into full-time, rewarding careers.

### **Available Services:**

- Career inventory and value assessments

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

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

**Job Postings** - Part-time, full-time and seasonal job information is available by logging in to Handshake, Coker's job board and often posted to the office's Facebook page. All Coker students have access to Handshake. For questions about this service, please contact the Career Center.

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

**Workshops** - Workshops are offered on various topics including resumes and cover letters, interviewing skills and much more. Workshop dates are announced via e-mail, social media, and the Coker University calendar.

### **First Year Experience Program**

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

The first year experience course (CU101) pairs first-year students with faculty, staff, and peer mentors to assist incoming students in their transition toward successful development in both academic and non-academic areas of university life. The second course, CU102, helps students explore their chosen major or, for undecided students, helps explore major and career possibilities. When available, students who have selected their major may substitute a departmental first-year seminar specific to their intended major for CU 102. These courses are designed to assist students in navigating the Coker University environment; to equip students with basic academic success skills including effective study techniques and time management strategies; to assist students with personal success skills such as goal setting and career exploration; to promote social interaction between students and faculty/staff; and to encourage personal growth through exposure to service learning opportunities, cultural experiences and diverse populations in the students' local, regional or national communities.

Transfer students who have completed a year on a university/college campus and transfer in as a sophomore (at least 28 hours) will be exempt from Coker University 101 and 102 (or the equivalent major first-year seminar course).

## **Internships**

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

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

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

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

## **Other Organizations and Services**

### **Alumni Association**

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

### **Coker University Store**

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

## **Dining Services**

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

**Meal Plans for Residential Students** - All students living in University-managed housing are required to purchase a meal plan. Students may choose either a 21-meal plan or a 14-meal plan. Residents of the Downtown Flats and the Residential Village have the additional option of a 7-meal plan. All plans can be used for breakfast, lunch, and dinner in the Linville Dining Hall. Each available meal plan also includes a preset CobraCash amount that can be used at any of the food outlets on campus as well as a limited number of off-campus restaurants.

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

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

## **Information Technology (IT)**

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

### **Mission**

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

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

### **IT Support**

The Department of Information Technology strives to provide the best possible IT service for our students, faculty, and staff. If you need IT support, please email [support@coker.edu](mailto:support@coker.edu) and describe—in detail—your issue or help request. If you are unable to log in to a Coker account, you will need to call the IT HelpDesk at (843) 383-8323 during business hours.

### **Campus Communication**

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

### **Intercollegiate Athletics**

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

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

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

### **International Student Services**

Coker University hosts a diverse and robust international student population, representing 25 countries and 20 academic disciplines. Students who choose to live and learn outside their native countries have additional obligations and face unique challenges not experienced by students who study closer to home. The International Student Services (ISS) office provides start-to-finish support to ensure a smooth transition to life at Coker University as well as to opportunities students might pursue in the U.S. following graduation.

Beginning with admission and the visa application process, International Student Services offers guidance for establishing eligibility to study in the U.S. ISS offers airport transfers and move-in help for a smoother arrival to campus, and international-specific orientation events ensure that students learn how to maintain their F-1 status. Throughout their program of study, ISS helps international students understand the U.S. system of education and offers specific assistance with academic advising & planning, course scheduling & registration, and strategies for academic success. In addition to academic support, International Student Services assists students with relocation activities, such as opening a bank account, activating cell phone service, or applying for a driving license. At the conclusion of their program of study, International Student Services helps students with transitions to graduate school or Optional Practical Training (OPT), an opportunity to work in the U.S. while remaining in student status.

International Student Services uses a required international student administrative fee to fund our airport transfer program. This fee also supports recreational activities such as movie nights, meals off campus, and visits to the local coffee shop, especially during school breaks when international students might not be able to return home.

### **Post Office**

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

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

**Study Away/International Affiliations** - Any student with sophomore status or above and an appropriate grade point average may elect to study a major, minor, or General Education Program requirement courses in a foreign country with Coker University or in cooperation with an approved educational institution or program. Students may elect to study through Coker-affiliated programs or those of any approved institution. In addition, students may apply for the Susan Coker Watson Scholarship for Study Abroad and other available scholarships.

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

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

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

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

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

## **UNDERGRADUATE ACADEMIC POLICIES**

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

### **Student Responsibilities**

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

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

### **Academic Integrity**

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

### **Undergraduate Academic Good Standing, Academic Warning, Probation and Suspension**

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

#### **Good Standing**

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

#### **Academic Warning**

Undergraduate students who have attempted fewer than 24 credit hours will receive an academic warning letter if their cumulative grade point average falls below 2.000. Additionally, students whose grade point average falls below 2.000 for the first time after attempting 24 credit hours will be placed on academic warning. The academic warning letter will indicate that the students are at risk of being placed on academic probation in a future semester. The letter will inform students about the types of academic support on campus and will outline the consequences of being on academic warning.

Students who are on academic warning may not enroll in more than 16 credit hours in their warning semester nor may they take courses on the S/NC grading system, unless that is the standard method of grading for the course. These courses are listed in the Grading System section of the Catalog. A notation of academic warning will appear on the student's academic record at the end of semester in which it occurred. Students cannot appeal an academic warning.

Undergraduate students who are on academic warning and do not raise their cumulative grade point average to 2.000 during their warning semester will be placed on academic probation for the subsequent semester. An academic warning may not follow a term on probation.



### **Academic Probation**

Students are placed on probation when their academic performance is jeopardizing their ability to earn a degree from the university. Undergraduate students whose cumulative grade point average is less than 2.000 after being placed on academic warning for one semester will be placed on academic probation. Students placed on academic probation are no longer considered to be in good academic standing.

Students who are on probation may not enroll in more than 16 credit hours in their probationary semester nor may they take courses on the S/NC grading system, unless that is the standard method of grading for the course. These courses are listed in the Grading System section of the Catalog. A notation of probation will appear on the student's academic record at the end of semester in which it occurred. Students cannot appeal probation.

### **Continued Probation**

Undergraduate students who are on probation will remain on probation if they earn a semester grade point average of 2.000 or higher. They will remain on probation until their cumulative grade point average is 2.000 or above. If their semester grade point average is below 2.000, they will be suspended.

### **Academic Suspension**

Undergraduate students who are on academic probation will be suspended for the next full semester (two online 8-week terms) and the associated summer term or winter term if both their semester and cumulative grade point averages remain below 2.000. Students may appeal their suspension. This process is outlined in their suspension notification.

Undergraduate students on suspension from the university may not register for any courses at Coker; however, to allow students to begin grade point average and financial aid recovery, they are encouraged to take classes elsewhere. Students will need to request transient permission to do so.

The following parameters apply to courses taken while on suspension:

- The student can transfer in up to 16 credits, to be included in their Coker cumulative grade point average calculation;
- The courses must be applicable to the student's Coker degree requirements (general education, major, minor, or necessary electives);
- The student cannot replace D or F grades earned at Coker, but may use transfer credits to fill degree requirements and to meet prerequisite requirements for other courses.

Students who return from suspension will return on academic probation. Academic probation is only removed after students have completed their next full semester at Coker and their cumulative grade point average returns to at least 2.000. Students returning from suspension must earn semester grade point averages of 2.000 or higher or they will be placed on a second suspension for the next full semester (two online 8-week terms) and the associated summer term or winter term. Students placed on academic suspension for the third time are ineligible to apply for readmission to the university. A student on suspension will not be allowed to graduate until he or she has returned to good academic standing with a cumulative grade point average of 2.000.

### **Coursework and Readmission**

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

Academic policies related to graduate programs may be found in the Graduate Degree Requirements section of this Catalog.

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

#### **Top Honor Graduate**

The graduate(s) at each commencement ceremony with the highest overall grade point average is/are designated the Top Honor Graduate(s) and is/are presented the Top Honor Graduate award on behalf of the Alumni Association.

#### **Dean's Scholars Project**

Any student who remains in good academic standing after the completion of 30 semester hours at Coker University may apply to do a Dean's Scholars Project. Students will be notified again after 45 hours and can declare their intention to complete a project between the completion of 30 and 75 semester hours. A formal proposal must be submitted to the Academic Standards Committee before the student completes 75 semester hours in order to give the student ample time to complete the project.

Proposals submitted by students with more than 75 hours earned will be considered by the Academic Standards Committee on a case by case basis.

Students who transfer in at least 30 semester hours will be notified on the same schedule described above. Invitations will be sent to the students by the Office of Academic Records at the end of the semester in which they meet the credit benchmarks.

Students may apply to complete a project as a Creativity Scholar, a Community Scholar, or a Critical Inquiry Scholar.

- Creativity Scholars undertake a project that combines research with creative and artistic inquiry. Their output may take the form of a piece of creative writing, a performance or a work of art.
- Community Scholars undertake a project that combines research with a service learning or experiential learning project. Their project dissemination may take the form of a poster, a presentation or a paper.
- Critical Inquiry Scholars will pursue a scholarly project that uses research to make an original contribution to an academic field or discipline. Their project dissemination may take the form of a poster, a presentation or a paper.

The student and a faculty mentor chosen by the student will plan a project to be completed prior to the graduating semester. The student will assemble a project review committee of at least three members, including the mentor, to evaluate the completed project. Members may include other faculty, staff or other approved individuals not affiliated with Coker University, to serve on the review committee. Approval for members outside the University must come from the Provost. The proposal, which lists the project mentor and members of the review committee, must be approved by the Academic Standards Committee and the Director of Research and Strategic Initiatives.

Before submitting their proposal, students must complete a Proposal Workshop offered by the Academic Standards Committee. The Academic Standards Committee will publish proposal deadlines for fall and spring semesters.

The student will present the completed project in a form deemed most appropriate by their review committee. The student is required to present their Dean's Scholars project in a public forum, such as the annual student symposium, where the entire University community may benefit from it.

After the public presentation and before the final approval of graduates by the Faculty Senate, typically occurring the month prior to commencement, the student's review committee and school Dean must deem the project's outcomes worthy of recognition. Faculty Senate will review recommendations made by the Standards Committee and upon approval, the bachelor's degree will be awarded with Dean's Scholar recognition.

### **President's List**

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

### **Dean's List**

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

### **Latin Honors**

Graduation with the designation cum laude, magna cum laude, or summa cum laude is based upon a consistently high level of achievement throughout the student's academic career at Coker University. To be considered for honors, a minimum of 60 semester hours must be earned at Coker with the requisite grade point average as follows: 3.50 cum laude; 3.70 magna cum laude; 3.90 summa cum laude.

Students enrolled in Coker University's bridge programs are eligible for Latin Honors provided they complete all required courses per the bridge agreement and meet Latin Honors grade point average requirements for courses taken at Coker.

### **Junior Marshals**

Students with the top 25 highest grade point averages in their junior year with the completion of more than 57 cumulative hours and completion of a minimum of 30 Coker University hours will be considered for the distinction of Junior Marshal. Academic records are reviewed in the spring semester of each academic year with students being notified of their eligibility and outlining the requirement of service as a marshal for the next following May or December Commencement ceremony and/or Opening Convocation the following fall semester. Students achieving Junior Marshal status will be recognized during Honors Convocation in the spring of their senior year.

## **General Policies and Procedures**

### **Registration**

The Office of Academic Records normally publishes course schedules and registration schedules no later than October and March prior to each academic term or semester. At that time, students should schedule appointments with their advisors to select courses for pre-registration. You may also reach out to your student success coach during this time. Pre-registration opens in early November and early April for approximately three weeks. Preregistration is prioritized by class level with seniors having first opportunity to pre-register, then juniors, then sophomores, and then freshmen. Students that are a part of the Honors program are allowed to pre-register one day prior to their assigned class level.

### **Course Load**

All students must be enrolled in a minimum full-time course load during the traditional academic year in order to be eligible for financial aid, on-campus housing, athletic participation, and (in some cases) medical insurance coverage.

For day students, the minimum full-time course load is 12 hours per semester; however, the typical course load is 15 hours per semester.

For fully online students, the full-time course load is 6 hours in each eight-week term and 11 hours in the summer twelve-week term.

### **Academic Overload**

Students who wish to take more than 9 hours in an eight-week term, more than 11 hours in a summer twelve-week term, or more than 18 hours combined in a given semester, must receive permission to do so. These students need to complete and submit the Application for Academic Overload. Advisor approval is required.

Advisors should consider: GPA, class level, and impact on timeliness of degree completion.

### **Missed Class Policy**

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

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

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

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

Students that have stopped attending a course should note that once a class has ended their last day of attendance will be verified and they may incur financial and/or academic penalties based on federal regulations under Title IV Federal Student Aid.

### **Attendance/Roster Verification**

The administration of federal financial student aid under Title IV of the Higher Education Act requires universities to determine whether or not financial aid must be returned for Title IV recipients who withdraw (officially or unofficially) during the term. Proper calculation for the return of Title IV funds is dependent upon verifying attendance in academically related activities. Attendance under Title IV regulations is defined more broadly than physically attending a class, and must be verified independent of an instructor's individual course attendance policy. That is, even if an instructor does not require students to physically attend class, active participation in the course must be verified.

Attendance verification begins immediately after the drop/add period. Instructors are required to verify that all students on their official roster (as shown in CobraStop) are attending/participating in the course. Students that have never attended/participated by this point of the course will be dropped from the roster and cannot be added back to the course.

### **Drop/Add**

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

### **Course Withdrawal**

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

Students who receive Title IV Federal Student Aid are covered by federal regulations. Title IV financial aid is awarded to a student under the assumption that the student will attend for the entire period for which the assistance is awarded and thereby "earn" the award. When a student ceases attendance prior to the end of that period, he or she may no longer be eligible for the full amount of federal funds originally awarded. A student is required to immediately notify the Office of Academic Records and the Office of Student Financial Planning when they stop attending classes. The last day of attendance for each course will be verified and used as the official withdrawal date. A student that fails to notify and complete the **Withdraw from Course Request** form will still be subject to this verification and risk financial and/or academic penalties.

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

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

### **Auditing a Course**

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

### **Credit from External Sources**

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

### **Acadeum Consortia Courses**

Coker University participates in the Acadeum network of colleges and universities that utilizes a shared platform to offer online courses to students. Students at Coker that have a specific need may take a course through Acadeum with approval of the Provost or Academic Dean and receive credit at Coker University. Students should speak with their advisor or student success coach who may consult their dean about specific needs in order to begin the process of course approval so that it appears on CobraStop. If withdrawing after the final drop date for the Acadeum course, the full course amount must still be paid. If a student drops an Acadeum Consortia class after the fee has been paid, the student must pay for the course. If a student wants to take additional courses through Acadeum for graduate school prerequisite requirements, the student must pay for those courses.

### **Courses from Other Institutions (Transient at another institution)**

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

- Student will not be concurrently enrolled in courses at Coker University.
- Student can demonstrate that denial of their request will severely compromise the student's ability to fulfill degree requirements or meet other obligations to the University.
- Student is not in their last 30 semester hours of coursework.
- Standard transfer equivalencies will apply.

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

### **Class Level**

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

<b>Class Level</b>	<b>Hours Earned</b>
First Year	0-27 semester hours
Sophomore	28-57 semester hours
Junior	58-89 semester hours
Senior	90+ semester hours

### **Course-level definitions**

Courses at Coker are designated by an alpha subject and a 3-digit course number. The alpha subject is determined by the subject matter of the class. The number of each course is a general indication of its level, the student group for which it is intended, and the cognitive demands and depth of learning expected from students, as reflected in Bloom's Taxonomy.

#### **Lower-Level Undergraduate Courses (100-200 Level)**

100 to 199: Introductory, foundational, or survey courses appropriate for First Year students and students with no background in the subject. These courses primarily focus on foundational knowledge (fundamental concepts, theories, and principles relevant to the subject area) and apply basic skills or techniques associated with the subject matter (problem-solving, critical thinking, quantitative reasoning, or effective communication). Often these courses will focus on habits and strategies for learning, including time management, organization, note-taking, and study skills, to support their academic success in the course and beyond.

200 to 299: Lower or intermediate level courses typically with a focus in a particular subject. These courses are appropriate for First Year, Sophomores, and Juniors. These courses help students deepen their understanding of key concepts, theories, and principles relevant to the subject area and apply intermediate-level skills or techniques associated with the subject matter (complex problem-solving, critical analysis, data interpretation, or advanced communication skills).

The learning outcomes for 100 and 200-level courses are predominantly at the remembering, understanding, and applying levels of Bloom's Taxonomy.

#### **Upper-Level Undergraduate Courses (300-400 Level)**

300 to 399: Upper-level intermediate courses that typically have significant prerequisites. These courses are appropriate for Juniors and Seniors. These courses focus on an advanced understanding of concepts, theories, and principles within the subject area including their interrelationships and applications. In these courses, students will analyze complex problems, issues, or phenomena within the discipline, applying critical thinking skills to evaluate evidence, arguments, and perspectives, and generate well-reasoned conclusions or solutions.

400 to 499: Upper-level advanced courses are typically appropriate for Seniors. These courses focus on synthesizing and integrating advanced concepts, theories, and methodologies from multiple sources within the discipline to develop a comprehensive and nuanced understanding of the subject matter. In these courses, students will critically analyze and evaluate scholarly literature, research findings, and theoretical frameworks relevant to the course topic, identifying strengths, weaknesses, and gaps in existing knowledge and communicate complex ideas, arguments, and findings effectively through written reports, oral presentations, or other appropriate means.

The learning outcomes for courses at the 300 and 400 level are predominately at the apply, analyze, and evaluate levels of Bloom's Taxonomy. Some 400-level courses may have learning outcomes at the create level of Bloom's Taxonomy.

### Special Topic Courses

Undergraduate and graduate special topic courses may be created through the Office of Academic Records with approval with the Office of the Provost. These courses are based on knowledge level and end with a 99 number sequence.

To meet needs not fulfilled by regularly-listed catalog offerings, a special topics course may be initiated by an instructor or may be requested by a student or group of students. The course description should be submitted to the Office of the Provost on a form available through the Office of Academic Records on CobraStop. Requests for special topics courses will be evaluated by the faculty sponsor(s), Dean, and the Office of the Provost on the basis of potential learning value and the academic resources available to the University. If the special topics course involves an off-campus internship, a contract must be initiated.

### Grades

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

### Grading System

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

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



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

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

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

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

### **Repeating Courses**

Any course may be repeated; however, a repeated course can be counted for credit toward the semester hours' graduation requirement only once unless otherwise stated in the catalog. Beginning fall semester 1997 and thereafter, an F grade may be removed from calculation in the grade point average if the same course is repeated with a passing grade. Beginning fall semester 2017 and thereafter, a grade of D or F may be removed from calculation in the grade point average if the same course is repeated, provided that the repeated grade is higher than the original grade. Beginning fall semester 2023, a grade of D or F may be removed from the calculation in the grade point average if the same course is repeated. The most recent grade prevails. All grades whether repeated or not remain on the Coker transcript with repeated courses duly noted and count towards attempted hours. If a student is repeating a Coker University course with the anticipation of removing a grade of D or F, the repeat must be taken at Coker University; it may not be by correspondence, proficiency, special examination, or by study at another institution.

### **Grade Appeals**

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

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

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

### **Official Transcripts**

Official transcripts of academic work at Coker University may be requested by using the Electronic Transcript Ordering Service through the National Student Clearinghouse at [studentclearinghouse.org](http://studentclearinghouse.org). Transcripts will not be issued when the Student Accounts show indebtedness to the University. Coker will not release copies of high school or non-Coker University transcripts. Requests for these documents must be made directly to the credit-granting institution. Coker University does not supply unofficial transcripts, however, they are available for download through CobraStop for current students.

### **Retention of Records**

The Office of Academic Records follows the guidelines published in 2019 by The American Association of Collegiate Registrars and Admissions Officers in “AACRAO’s Student Records Management: Retention, Disposal, and Archive of Student Records.”

### **Leave of Absence**

A student may request an official leave of absence, not to exceed six months. When a student anticipates being out of school beyond the current semester, the student should complete a Leave of Absence form. When an official leave of absence is granted, it will not be necessary for the student to go through the process of readmission to the University if the student returns in the semester or term designated on the request and if the student informs the Office of Academic Records of their intention to return two weeks prior to the enrollment period. A student who has been on leave of absence may return under the rules of the catalog when he or she was first admitted. If the student does not return from a leave of absence after six months they will be administratively withdrawn and their academic record will be archived.

### **Withdrawal from the University**

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

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

Current students that do not attend enrolled courses, but do not officially withdraw from the college, will be administratively withdrawn following the enrollment verification period. Students wishing to re-enroll will be required to complete an admissions application.

### **Mandatory Administrative Withdrawal**

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

### **Academic Continuity Plan**

In order to continue academic progress, Coker University is prepared to shift in-seat classes to online instruction in the event of an interruption of campus operations due to inclement weather or other situations. If Coker needs to close, instruction will be delivered through digital means.

Most faculty will use the Learning Management System and Google Meet to continue to engage students. Unless the Internet and power are unavailable, students are expected to access Brightspace daily when the campus has an unscheduled closure. Students should also check their Coker email daily for direct communication from instructors.

Knowing that students may have limited access to the Internet, faculty will accommodate a variety of situations; however, students must assume responsibility to communicate with the professor when unable to meet any deadline.

### **Academic Support Services**

#### **Academic Advising**

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

#### **Library**

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

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

### **Additional Academic Support Services**

The following support services are available in the LITC or through online resources.  
Peer Assisted Study Support  
Quantitative Literacy Center  
Writer's Studio

### **Office of Academic Records**

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

### **Transfer Credit**

When a student has completed the application for transfer to Coker, the Office of Academic Records will evaluate all transfer credits completed with a grade of C- or better from an accredited institution. Students may transfer a maximum of 78 hours from a two-year institution.

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

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

Regardless of the number of hours transferred to Coker, each student must satisfy the degree requirements as stated in the Academic Programs and Course Offerings sections of this catalog. Transfer students must complete a minimum of 30 total credit hours at Coker University, with a minimum of 12 hours completed in the declared major at Coker, unless otherwise noted.

Exemptions must be approved through the Office of the Provost and will be noted on the student's academic evaluation.

### **Upper-Level Course Waiver**

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

## **UNDERGRADUATE DEGREE REQUIREMENTS**

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

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

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

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

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

### Placement

Placement exams are offered to first-year and transfer students during admissions and orientation events for Writing, Math, and Foreign Language.

### First-Year Writing Placement

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

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

ACT or SAT Score	ENG 110	ENG 111	ENG 112
≤ 20 or ≤ 500	X		
21-24 or 510-550		X	
25+ or 560+			X

### First-Year Mathematics Placement

Entering students who do not have transfer credit for any mathematics courses will be placed into MAT 103. Students may exempt MAT 103 if they meet one of the criteria in the table below in the column titled “Exempt from MAT 103.” Certain majors, listed in the table below, are strongly encouraged to take the MAT 230 Placement Exam in order to align with their course needs. Students may exempt MAT 230 by taking this proctored placement exam. In the case that students are exempt from MAT103 by placement criteria, they must take either MAT 203 Introduction to Statistics, MAT 231 Calculus I, or CS 110 Introduction to Computer Science to satisfy the general education Intellectual Foundation requirement. Students with transfer credit/AP Credit will be placed accordingly in the next mathematics course if needed.

Placed into MAT 103	Exempt from MAT 103	Majors Encouraged to take MAT 230 Placement Exam	Exempt from MAT 230

No Criteria	ACT score of 22/SAT Math Score of 530 -or Review of completed math courses -or MAT 230 Placement exam by request (strongly encouraged for certain majors)	Declared major of:  Biology General Science Medical Laboratory Science Physical Education (Exercise Science Concentration)	MAT 231 Placement exam by request
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### Sequences to Success

Four recommended Sequences to Success that satisfy your general education Intellectual Foundation math requirement are offered. Each sequence is tailored to your academic focus area. Course descriptions can be found on page 196.

Sequence I: Behavioral Science, Business, Nursing, and Healthcare Studies  
 MAT 103 Quantitative Literacy → MAT 203 Elementary Statistics

Sequence II: Business  
 MAT 103 Quantitative Literacy → BUS 240 Business Statistics

Sequence III: Sciences and Physical Education  
 MAT 230 Placement Exam → MAT 230 Precalculus  
 MAT 103 Quantitative Literacy → MAT 230 Precalculus

Sequence IV: Arts and Humanities  
 MAT 103 Quantitative Literacy → MAT 220 History of Mathematics

Sequence V: Early Childhood and Elementary Education  
 EDU 116 Math for Early Childhood and Elementary Education → MAT 220 History of Mathematics or MAT 203 Elementary Statistics

Note that some majors require both MAT 230 Precalculus and MAT 203 Elementary Statistics *as part of the major*. The above sequences are only for purposes of satisfying the general education Quantitative Literacy requirement.

### General Education Requirements

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

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

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

The General Education Program is organized into the following:

- Foundational Prerequisites (placement exemption available)
- The Intellectual Foundation - essential skill areas required for lifelong learning
- University Success Courses - building pragmatic skills for navigating the Coker University experience
- Liberal Arts Knowledge Area - liberal arts courses designed to foster the qualities and reflect the breadth of the liberal arts.

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

**Foundational Prerequisites (placement exemption available)**

Distribution of General Education	# of credits
ENG 110	3
MAT 103	3
<b>Total</b>	<b>6</b>

**Intellectual Foundation**

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

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

- write and speak effectively with an awareness of context, purpose and audience
- be able to identify, locate, evaluate, and effectively and responsibly use and share information

Distribution of General Education Credits	# of credits
COM 101	3
ENG 111	3
ENG 112	3
LIB 101	1

<b>Total</b>	<b>10</b>
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### University Success Courses

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

<b>Distribution of General Education Credits</b>	<b># of credits</b>
CU 101	1
CU 102 or major specific freshman seminar	1
Coker Wellness Activity*	1
<b>Total</b>	<b>3</b>

Transfer students who have completed a year on a university/college campus and transfer in as a sophomore (at least 28 hours) will receive credit for Coker University 101 and 102 (or the equivalent major first-year seminar course).

PE 120 and PE 215 may be substituted for the Wellness requirement.

\*All Physical Education majors meet the Coker Wellness requirement as a part of their program.

### Liberal Arts Knowledge Area

Students take seven Liberal Arts Knowledge Area courses from a variety of disciplines. Students must select at least one course in each of the following areas: Arts, Behavioral/Social Science, Humanities, Quantitative Literacy, and Natural Science, and two courses in Global Perspectives and Cultures.

After completing the Liberal Arts Knowledge Area requirements, students will be able to:

- Arts Learning Objective: Gain a broader understanding and appreciation of intellectual/cultural activity and/or develop creative capacities
- Behavioral/Social Science Learning Objective: Identify and understand significant ideas and thinkers in these fields and begin to apply these ideas to specific cases
- Humanities Learning Objective: Understand and articulate some of the ways that human societies construct and reflect ideas and values
- Quantitative Literacy Learning Objective: Gather, analyze, and interpret quantitative data in order to draw conclusions and impart meaning
- Natural Science Learning Objective: Interpret natural phenomena through scientific knowledge, predict outcomes, and apply the scientific method in order to test hypotheses and gain a more complete understanding of the physical and natural world
- Global Perspectives and Cultures Learning Objective: Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures.

<b>Distribution of Liberal Arts Knowledge Area Credits</b>	<b># of credits</b>
Arts	3
Humanities	3
Behavioral/Social Science	3
Quantitative Literacy	3-4
Natural Science	3



Global Perspectives and Cultures	6
<b>Total</b>	<b>21-22</b>

<b>Liberal Arts Knowledge Area Courses</b>			
<b>Arts</b>			
ART 101 ART 180 ART 280 ART 281	DNC 103 DNC 235 DNC 240	MUS 107 MUS 120 MUS 230 MUS 269	THE 100 THE 101 THE 150 THE 156 THE 301 THE 355
<b>Humanities</b>			
COM 260 COM 285 COM 295 COM 305	ENG 215a ENG 215c ENG 236 ENG 240 ENG 251	HIST 201 HIST 202 HIST 210 HIST 211 HUM 150	IS 200 PHI 205

<b>Behavioral/Social Science</b>			
BUS 150 BUS 210 BUS 211	CRIM 105 CRIM 200 CRIM 355  EDU 102 EDU 200 EDU 201	HSC 380 HSC 384  PE 120 PE 215 PE 322	POL 101 POL 201  PSY 101 PSY 205  SOC 101 SOC/AAS 302
<b>Quantitative Literacy</b>			
BUS 240 CS 110	MAT 203	MAT 220	MAT 230
<b>Natural Science</b>			
BIO 102 BIO 105	*BIO 110 BIO/ES 103	*CHE 101	PHY 101
<b>Global Perspectives and Cultures</b>			
AAS 200 COM/THE 289 COM 290 COM/AAS 295 COM 340 COM/POL 347 COM 380 ENG 205 ENG 207 ENG 209 ENG 228 ENG 230 ENG 232 ENG 236 ENG 238	FRE 101 FRE 102  SPA 101 SPA 102  CHI 101 CHI 102 CHI 135 CHI 230 CHI 240  HIST 241 HIST 260/POL 360 HIST 390	POL 225 SOC 102 SOC 202 SOC 205 CRIM 206 SOC 210 POL 300 SOC/POL 304 COM/POL 307 SOC 310 POL 312 POL 340 SOC/CRIM 353 CRIM 354 SOC 362 SOC 368 SOC 369 SOC 370	THE 201 THE/AAS 210 DNC/AAS 245 MUS 235 MUS 240 MUS/COM/THE 350

\* BIO 110 and CHE 101 are aimed at Science majors only

Students completing a major in Biology, Nursing, General Science or an Exercise Science concentration in the Physical Education major are exempt from the Natural Science

requirement.

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

Students having completed an Associate's Degree at an accredited institution will not have additional General Education course requirements at Coker granted all SACSCOC principal areas of knowledge have been fulfilled (humanities/fine arts, social/behavioral sciences, and natural science/mathematics) and 30 hours of general education courses have been completed. Specific 2+2 agreements may have additional requirements.

Students having completed a Bachelor's Degree at an accredited institution will not have additional General Education course requirements at Coker for a second Bachelor's Degree, granted all SACSCOC principal areas of knowledge have been fulfilled.

Students who have not earned a previous degree or who are missing any knowledge areas, Liberal Arts Knowledge Area placement for transfer courses will be evaluated by the Office of Academic Records.

### **Academic Major Requirements**

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

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

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

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

### **Major**

A major is comprised of a minimum of 30 semester hours. All majors are approved by the Coker University Faculty Senate. Please consult the Undergraduate Academic Programs section for specific requirements for each major. A minimum of 12 semester hours for the major must be taken at Coker unless otherwise noted. As a requirement for graduation, a student must have earned the minimum grade point average on all courses within the major unless otherwise noted in the description of the specific major.

### **Concentration**

A concentration is a structured program of study within a student's chosen major. Concentrations consist of prescribed classes to enhance a student's understanding in the selected area of concentration. Courses to be counted as concentration requirements may also

count toward the requirements for any additional major, second concentration, specialization, or minor. Completion of a concentration within the major will be indicated on the student's permanent academic record. Concentration programs are listed within the majors in the Programs and Course Descriptions section.

### **Minor**

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

Courses to be counted as minor requirements may also count toward the requirements for any additional major or minor. Completion of a minor program will be indicated on the student's permanent academic record. Minor programs are listed in the Programs and Course Descriptions section.

### **Specialization**

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

### **Certificate**

A certificate is a structured program, consisting of at least 12 semester hours, that serves as a distinct area of study with specific educational or career goals. Any/all courses in a for-credit certificate must be listed in the Coker University academic catalog. Certificates may contain courses from only one major or may combine courses from multiple academic areas depending on the specific learning outcomes. A minimum of six semester hours of credit used to satisfy the requirements of a certificate must be taken at Coker. Completion of this certificate will be indicated on the student's permanent academic record. A listing of these certificates can be found in the Programs and Course Descriptions section.

### **Electives**

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

### **Program Evaluations**

Program evaluations, also known as My Progress degree audits, are electronic checklists that outline a student's degree requirements and how their courses can be applied to those requirements. Program evaluations are available in CobraStop for all students. Once officially declared, the requirements for the student's chosen majors, minors, specializations, and/or certificates are displayed. While program evaluations contain information similar to a transcript, such as grades and hours earned, they are not an official record and should be used only as a planning guide. Students should pay close attention to informational notes on the program evaluation, as well as to the course checklist.

## ACADEMIC PROGRAMS

This section contains descriptions of the requirements for each academic major, minor, concentration, specialization, and certificate offered at Coker University, listed alphabetically by discipline.

Each *major* has a designated Program Coordinator as follows:

Art	Nate Gulledge
Art Education	Nate Gulledge
Biology	Jennifer Borgo Raia
Biology Education	Joseph Flaherty
Business Administration	Stephanie Weiss
Criminology	Lauren Fowler
Cybersecurity	Richmond Adebiaye
Dance - Choreography	Meredith Sims
Dance	Meredith Sims
Dance Education	Meredith Sims
Data Analytics	Richmond Adebiaye
Early Childhood Education	Janice Kiser
Elementary Education	Lisa Stockdale
General Education	Lisa Stockdale
Game Development	Richmond Adebiaye
General Sciences	Xingjian Wang
General Studies	Nada Halloway
Healthcare Studies	Carolyn Hart
Humanities	Gina Bennett
Information Technology	Richmond Adebiaye
Interdisciplinary Studies	Julia Klimek
Medical Laboratory Science	Michele Harris
Music	Graham Wood/Reed Hanna
Music Education	Graham Wood/Reed Hanna
Nursing	Michele Harris and Kelly Miller
Physical Education	Suzanne Parker
Pre-Pharmaceutical Studies	Xingjian Wang
Psychology	Frederick Thomas
Public Administration	Daniel Underwood
Public Health	Carolyn Hart and Nancin Dadem
Public Relations	Courtlyn Pippert
Sociology	Adenife Modile
Theatre	Joshua Webb
<b>Graduate Programs</b>	
Business Administration	Jim Wacker
Curriculum & Instructional Tech	Lisa Stockdale
Management and Leadership	Jim Wacker
Nursing (MSN)	Eileen Klang
Nursing Practice (DNP)	Eileen Klang
Sports Administration	Tracy Whitted

## UNDERGRADUATE PROGRAMS

### African American Studies

A specialization in African American Studies requires 12 semester hours and is open to students in any field. Courses may consider African American, African diaspora, or related topics. Students must select at least one course from each of the groups below or from courses that have been, for a specific semester, designated as fulfilling the requirements of a course with African American focus (such courses will be designated as either Arts and Humanities or Behavioral and Social Sciences). A minimum of 6 semester hours of these must be upper-level courses. Students must also complete an experiential component (an internship, practicum, or research experience) worth 0-3 semester hours of academic credit. This experience will be used to help the student reflect upon their coursework in the specialization. Students may use coursework to simultaneously satisfy requirements in the specialization and in their major/minor/general education.

Students are encouraged to create meaningful experiences outside of the classroom (such as travel, performance, performance attendance, accompanied by reflection, or research) that will complement the coursework completed to satisfy the requirements.

African American Studies Specialization Requirements		SH
Experiential Component (0-3 semester hours in RES 290, an approved internship experience, or an approved practicum experience)		0-3
<i>At least 3 semester hours from Arts and Humanities*</i>		3
AAS/THE 210	African American Theatre, Film, and Television	
AAS/COM 295	African American Rhetoric	
COM290	Intercultural Communication	
AAS/DNC 245	Global Dance Practices (1SH)	
AAS/ART/COM/THE 304	Visualizing Social Justice	
AAS 322/HIST 222	African American Experiences	
HIST 233	The American Civil War	
MUS 240	American Music	
DNC 240	Pathways and Themes in Dance History	
AAS/SPA 350	Afro-Hispanic Literature and Culture	
<i>At least 3 semester hours from Social and Behavioral Sciences*</i>		3
AAS/SOC 441	Race, Racism, and American Law	
AAS/SOC 302	Intergroup Relations	
CRIM358	Race, Class, and Criminal Justice	
Students must complete 6 additional hours selected from the courses above.		6
<b>Total</b>		<b>12-15</b>

\*AAS X99 (Special Topics) and AAS 410 (Directed Readings) will be assigned to the groups above at the discretion of the program coordinator.

Art

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

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

### Scholarship Audition Requirements

Students interested in talent based scholarships in art must complete the following requirements:

- Upload high-resolution photos of 10-15 original works of art in as many media as possible.

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

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

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

Art Major/Bachelor of Art (B.A.) Requirements		SH
Art Major/Bachelor of Art (B.A.) Core		
ART 101	Two-Dimensional Design	3
ART 102	Three- Dimensional Design	3
ART 105	Drawing I: Basic Drawing	3
ART 205	Drawing II: Figure Drawing	3
ART 280	Art History Survey I	3
ART 281	Art History Survey II	3
Two 300-level art history courses		6
One Required Art concentration		24
<b>Total</b>		<b>48</b>

### Fine Arts Concentration

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

Fine Arts Concentration Requirements		SH
ART 305	Drawing III: Exploring the Figure	3
Five art studio courses (drawing, painting, sculpture, ceramics, photography) <i>at least one studio course must be the 300-level or above.</i>		15

ART 470	Fine Art Senior Studio I	3
ART 475	Fine Art Senior Studio II	3
<b>Total</b>		<b>24</b>

### Graphic Design Concentration

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

<b>Graphic Design/Bachelor of Arts (B.A.) Requirements</b>		<b>SH</b>
Choose two of the following 200-level art studio courses:		6
ART 209	Typography 1	
ART 210	Graphic Design I	
ART 275	Interaction Design I	
Choose one of the following 200-level art studio courses:		3
ART 220	Painting I	
ART 230	Basic Photography	
ART 250	Ceramics I	
ART 260	Sculpture I	
Three art studio courses (typography, graphic design, interaction design), at least one at the 300-level or above.		9
ART 410	Graphic Design Senior Studio I	3
ART 415	Graphic Design Senior Studio II	3
<b>Total</b>		<b>24</b>

### Photography Concentration

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

<b>Photography/Bachelor of Arts (B.A.) Requirements</b>		<b>SH</b>
ART 230	Basic Photography	3
ART 330	Photography II	3
ART 331	Photography III	3
Three art studio courses ( <i>at least one studio course must be at the 300-level or above</i> )		9
ART 430	Photography Senior Studio	3
ART 435	Photography Senior Studio	3
<b>Total</b>		<b>24</b>



### Art Education Concentration

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

### Art Major/Bachelor of Fine Arts in Studio Art (B.F.A)

The B.F.A. in Studio Art aims to prepare students for graduate study in the field of art or design, or career opportunities as professional artists and designers. This level of preparation is achieved through a rigorous studio practice, in which the skills and knowledge gained at the introductory level are deepened, and often challenged, in intermediate and advanced level courses. In introductory level art courses, B.F.A. students develop an understanding of historical and social context, and critical inquiry as they gain experience with a range of visual media. This serves as the foundation for more focused intellectual and cultural study in the intermediate and advanced art courses.

The B.F.A. major in Studio Art requires 78 semester hours and includes the following courses: Art 101, 102, 105, 209, 205, 220, 230, 250, 260, 280, 281, 440, 441, 445, and three 300-level art history courses. Students must select 24 additional semester hours in Art. At least 12 of these semester hours must be at the 300 level. All courses counting toward the B.F.A. in studio art must be completed with a minimum grade of C. B.F.A. students are required to maintain a 3.0 GPA in the Art/Studio Art major.

Art Major/Bachelor of Fine Arts in Studio Art (B.F. A.) Requirements		SH
ART 101	Two-Dimensional Design	3
ART 102	Three-Dimensional Design	3
ART 105	Drawing I	3
ART 205	Drawing II: Figure	3
ART 209	Typography I	3
ART 220	Painting I	3
ART 250	Ceramics I	3
ART 230	Basic Photography	3
ART 260	Sculpture I	3
ART 280	Art History Survey I	3
ART 281	Art History Survey II	3
Three 300-level art history courses		9
ART 399	Studio Art Internship	3
ART 441	Professional Practice	3
ART 440	B.F.A. Senior Studio	3
ART 445	B.F.A. Senior Studio	3
Additional ART courses		24
<b>Total</b>		<b>78</b>

### B.F.A. Application and Review

Current students interested in pursuing the B.F.A. in Studio Art must complete the following requirements prior to being accepted into the program. Students should also have a 3.0 GPA in Coker art courses upon application and are required to maintain a 3.0 GPA in art courses to remain in the B.F.A program. Students can apply to the B.F.A. program at the end of their freshman year. Students have 2 chances to pass this review. Students not accepted into the B.F.A. program may continue to pursue the B.A. in Art degree (Note: Sophomore Review is required for the B.A. in Art)

- B.F.A. Application Form
- Portfolio of 15 works of art and/or design
- Sketchbooks and process/research documentation
- Statement of intent (1-2 pages)
- Statement of degree/career plan (1 page)
- 2 recommendations (at least 1 on-campus)
- Art Fundamentals and Artist Quiz

### Art Minor Requirements

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

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

### Arts Management Minor

The minor in arts management is available to all students not already majoring in business administration. At least 12 of the 21 hours required must be taken at Coker. A student must obtain a GPA of at least 2.0 for all courses taken.

Arts Management Minor Requirements		SH
ARTS MANAGEMENT CORE		
BUS 150	Introduction to Entrepreneurship	3
BUS 330	Principles of Marketing	3
BUS 340	Principles of Management	3
VPA 101	Introduction to Arts Management	3
	Complete 200 or 300 level ART, DNC, MUS, or THE course (not listed below)	3
<i>Six (6) Semester Hours Chosen from the Following List:</i>		6
ART 210	Graphic Design I	
ART 275	Interaction Design I	
BUS 334	Digital Marketing	
COM 370	Writing for Media	

THE 160	Design for the Performing Arts	
THE 252	Stage Management	
VPA 399	Internship in Arts Management*	
<b>Total</b>		<b>21</b>

\*Students are encouraged to complete an internship to satisfy the minor

### Graphic Design Minor Requirements

The minor in graphic design requires the successful completion (C or better) of 18 semester hours including ART 101 or ART 105, ART 209 or ART 210, and a course in graphic design history. Students can use ART electives to build upon skills in graphic design, interaction design, or typography.

Graphic Design Minor Requirements		SH
ART 101 or ART 105	Two-Dimensional Design or Basic Drawing	3
ART 209 or ART 210	Typography I or Graphic Design I	3
ART 384	History of Graphic Design and Photography	3
ART electives (graphic design, interaction design, typography), at least one studio course must be at the 300-level or above.		9
<b>Total</b>		<b>18</b>

### Studio Courses and Prerequisites

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

### Art Department Sophomore Review

All students majoring in Art are required to successfully pass the Sophomore Review. The capacity for creative, conceptual and technical development, and most importantly for self-direction should be apparent by the end of the sophomore year. The Sophomore Review is intended to provide students with a faculty assessment of their potential for success in the intended area of study early enough to allow them to make a program change should that be advisable. In addition to a portfolio review, students are required to take an art fundamentals quiz, which includes writing formal analysis, and an artist identification quiz. The student's overall academic record will be evaluated for quality and seriousness of purpose. A history of excessive absences, significant lack of participation, withdrawals, or incompletes may result in failure of the Sophomore Review and dismissal from the major.

### Art Department Portfolio

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

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

## Biology

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

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

### Biology Major Requirements

MAT 232 or any upper-level course in computer science may be used to meet up to 4 of the required 18 semester hours of upper-level biology.

Also required for the biology major is a minimum of 12 semester hours in chemistry and 3 semester hours in statistics, MAT 203.

Biology Major Requirements		SH
MAT 203	Elementary Statistics	3
BIOLOGY MAJOR CORE		
BIO 110/110L	Core Principles of Cell & Molecular Biology and Laboratory	4
BIO 111/111L	Core Principles of Organismal Biology and Laboratory	4
BIO 210	Core Principles of Ecology and Evolution	4
BIO 211	Core Principles of Genetics	4
BIO 291	Biology Seminar I	1
BIO 391	Biology Seminar II	2
BIO 491	Biology Seminar III	3
BIOLOGY ELECTIVES (200-level or above) or OPTIONAL CONCENTRATION		18
CHEMISTRY COURSES		
CHE 101/101L	General Chemistry I and General Chemistry I Laboratory	4
CHE 102/102L	General Chemistry II and General Chemistry II Laboratory	4
CHE 351/351L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHE 352/352L	Organic Chemistry II and Organic Chemistry II Laboratory	4
<b>Total</b>		<b>59</b>

### Ecology Concentration

A concentration in ecology is intended for students interested in studying the interactions among organisms and the abiotic environments around them. The course work helps prepare students for graduate programs at research-intensive institutions and introduces students to field techniques in ecological studies.

Ecology Concentration Requirements		SH
<i>Four courses from:</i>		15-16
BIO 325	Invertebrate Zoology	4
BIO 350	Plant Science	4
BIO 360	Applied Ecology: The Human Predicament	4
BIO 370	Behavioral Ecology	3
BIO 426	Natural History of Vertebrates	4
BIO 460	Biodegradation and Bioremediation	3
BIO 490	Research in Biology	2
<b>Total</b>		<b>16-18</b>

### Molecular Biology Concentration

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

Molecular Biology Concentration Requirements		SH
<i>Two Courses From:</i>		6
BIO 311	Cell Biology and Genomics	3
BIO 411	Advanced Molecular Genetics	3
BIO 461	Introduction to Biochemistry	3
Additional Biology Electives (200-level or above)		12
<b>Total</b>		<b>18</b>

### Pre-Medical Concentration

The pre-medical concentration is designed for students wishing to attend medical school or other allied health professional schools after receiving their bachelor's degree. Although medical schools generally accept students with degrees in a variety of majors, all those students must have taken certain prerequisite courses. These courses prepare the student to take the Medical College Admission Test (MCAT) and to maximize chances for success in medical school. Coker University's pre-medical concentration includes those courses that are generally required of all medical schools to ensure that general prerequisites are met and the student is well prepared for the MCAT. This concentration requires the completion of the following biology elective courses: BIO 250, BIO 251, BIO 330, BIO 461, PHY 201 or 203, PHY 201L or 203L, PHY 202 or 204, PHY 202L or 204L. MAT231 is strongly recommended. Students are also strongly encouraged to participate in a shadowing program with a physician or appropriate medical professional.

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

General Education Requirements for the Pre-Medical Concentration		SH
MAT 230	Precalculus	4
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3

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

Pre-Medical Concentration Requirements		SH
BIO 250	Anatomy & Physiology I	4
BIO 251	Anatomy and Physiology II	4
BIO 330	Microbiology	4
BIO 461	Introduction to Biochemistry	3
Additional Biology (electives 200-level or above)		3
PHY 201/201L PHY 203/203L	General Physics I and General Physics I Laboratory OR Calculus Physics I and Calculus Physics I Laboratory	4
PHY 202/202L PHY 204/204L	General Physics II and General Physics II Laboratory OR Calculus Physics II and Calculus Physics II Laboratory	4
<b>Total</b>		<b>26</b>

### Biology Education

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

### Biology Minor

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

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

## **Business**

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

### **Statement of Mission**

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

### **Statement of Vision**

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

### **Statement of Values**

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

- Providing a dynamic, broad-based curriculum, grounded in theory and enhanced by classroom application and real-world experience;
- Providing experience in using both qualitative and quantitative methods, encouraging critical thinking;
- Providing opportunity to augment analytical ability by developing communication skills;
- Providing maximum student accessibility to experienced and well-qualified faculty members who have a genuine and personal concern for each student

Focusing the business curriculum on ten business knowledge, skills, and abilities (KSA) that employers look for in new graduates. The ten KSAs are:

- **Analysis and Problem Solving:** Thinking through problems by analyzing all available information, applying that information to relevant issues, and strategically solving business-related problems.
- **Business Norms:** Providing skills and opportunities that allow students to better acclimate to a business environment, including keeping a structured schedule, office etiquette, client relevance, etc.
- **Critical Thinking:** Stretching student learning beyond the direct concept and applying it to various situations.
- **Emotional Intelligence:** Offering time for students to self-reflect, learn from their mistakes, and self-regulate negative feelings and emotions. Additionally, offering opportunities to be empathetic and understand others' emotions.
- **Experiential Learning:** Exposing students to more practical, real-world applications, including through case studies, local business involvement, and classroom discussion.
- **Interpersonal Communication:** Providing opportunities to engage in friendly disagreement, handle differences of opinion, and constructively engage others.
- **Leadership and Teamwork:** Giving students opportunities to develop leadership qualities (including being a good follower) and work productively in a team setting.

- Oral Communication: Offering opportunities to share ideas orally and engage in intelligent discourse.
- Technical Ability/Skills: Stressing the importance of technical ability and the interrelatedness of technical concepts to other aspects of business. This includes using technology (e.g. Excel, internet research).
- Written Communication: Offering opportunities to write in multiple mediums and for multiple purposes.

Students who must enroll in a Coker University School of Business 300- or 400-level offering to fulfill requirements of a different program are required to have completed all specific prerequisites for the course. Students who do not have to fulfill program requirements and wish to enroll in a Coker University School of Business 300- or 400-level offering as a free elective course must obtain permission from the Dean of the School of Business.

### **Business Administration Major**

Business administration majors develop a solid foundation in the business disciplines and acquire academic and social capabilities necessary for successful careers. The professional concentrations in accounting, actuarial science, business analytics, digital marketing, financial planning, esports and gaming administration, entrepreneurship and innovation, healthcare administration, management and leadership, sales and marketing, sports administration, and specialized business build on this base using casework, presentations, and simulations which involve both individual and collaborative activities.

Students are required to complete 42 semester hours of the business core, including 3 semester hours of business internship or experiential learning coursework. In addition, the major requires completion of 18-30 semester hours chosen from one of the 12 business concentrations: accounting, actuarial science, business analytics, digital marketing, financial planning, esports and gaming administration, entrepreneurship and innovation, healthcare administration, management and leadership, sales and marketing, sports administration, and specialized business. A minimum of 18 semester hours in the major must be taken at Coker University. A student must obtain an average grade point average of at least 2.0 over all courses taken in the major.

At least three hours of internship or experiential learning coursework in a business environment is required in the Business Administration major. Approval of the Dean of the School of Business is required prior to registration for these courses.

<b>Business Administration Major Requirements</b>		<b>SH</b>
<b>BUSINESS ADMINISTRATION CORE</b>		
BUS 101	Business Dynamics and Careers	3
BUS 150	Introduction to Entrepreneurship	3
BUS 160	Business Applications	3
BUS 201	Financial Accounting	3
BUS 202	Managerial Accounting	3
BUS 210	Macroeconomics	3
BUS 211	Microeconomics	3
BUS 220	Business Law and Ethics	3
BUS 230	Business Communications	3



BUS 320	Financial Management and Analysis	3
BUS 330	Principles of Marketing	3
BUS 340	Principles of Management	3
BUS 490	Strategic Management and Business Applications	3
	Discipline Specific Internship or Experiential Learning course	3
	Required Business Concentration	18-30
<b>Total</b>		<b>60-72</b>

\*Students are advised to complete BUS 240 Business Statistics and Analytics to satisfy the Quantitative Literacy requirement.

### Accounting Concentration

Accounting is the process of measuring, recording, storing, sorting, retrieving, summarizing, and presenting financial information to a variety of financial and non-financial entities. The business administration major with a concentration in accounting requires the 42-semester hour business core and the completion of 24 semester hours shown below.

Accounting Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
ACCOUNTING CONCENTRATION		
BUS 310	Cost Accounting	3
BUS 311	Internal Controls and Risk Assessment	3
BUS 312	Accounting Information Systems	3
BUS 313	Financial Accounting and Reporting	3
BUS 314	U.S. Taxation	3
BUS 315	Fraud Examination	3
BUS 410	Financial Statement Auditing	3
<i>Three Semester Hours From:</i>		3
BUS 316	Fraud Detection, Deterrence, and Schemes	
BUS 360	Introduction to Business Analytics	
<b>Total</b>		<b>66</b>

### Actuarial Science Concentration

Actuarial Science combines elements of Finance, Mathematics, Statistics, Data Science, and Programming. Students will understand qualitatively and quantitatively the application of a wide variety of interest algorithms to diverse financial investments. Learning outcomes for the concentration will include:

- The student will demonstrate advanced critical thinking, problem-solving, and programming skills in order to solve open-ended data-based problems.
- The student will be able to apply advanced statistical tools in R in order to build robust and scalable risk models.
- The student will possess robust qualitative and quantitative skills in the use of probability concepts and techniques.

The business administration major with a concentration in actuarial science requires the 42-semester hour business core, 12 semester hours of supplemental courses, and the completion of 18 semester hours shown below. Some courses in this concentration may be offered through the LCMC/Rize platform.

<b>Actuarial Science Concentration Requirements</b>		<b>SH</b>
BUSINESS ADMINISTRATION CORE		42
<b>ACTUARIAL SCIENCE CONCENTRATION</b>		
BUS 360	Introduction to Business Analytics	3
BUS 361	Programming Basics and Functions	3
BUS 362	Spreadsheet Technology	3
BUS 365*	Mathematical Theory of Interest	3
BUS 366*	Probability for Actuaries	3
BUS 461*	Actuarial Science and Risk Management with R	3
<i>Required Supplemental Courses for the Actuarial Science Concentration</i>		
MAT 231	Calculus I	4
MAT 232	Calculus II	4
MAT 233	Calculus III	4
<b>Total</b>		<b>72</b>

\*Class offered online through partnership with Rize

### **Business Analytics Concentration**

Business Analytics is a subset of data science that focuses on the collection and analysis of raw data in order to gather insights and trends. Business Analytics is a tool used by businesses to analyze their company data to identify patterns and determine meaningful and actionable information. The business administration major with a concentration in business analytics requires the 42-semester hour business core and the completion of 18 semester hours shown below.

<b>Business Analytics Concentration Requirements</b>		<b>SH</b>
BUSINESS ADMINISTRATION CORE		42
<b>BUSINESS ANALYTICS CONCENTRATION</b>		
BUS 360	Introduction to Business Analytics	3
BUS 361	Programming Basics and Functions	3
BUS 362	Spreadsheet Technology	3
BUS 363	Database Management and Business Intelligence	3
BUS 364	Data Exploration and Visualization	3
BUS 460	Business Analytics Capstone	3
<b>Total</b>		<b>60</b>

### Digital Marketing Concentration

Digital Marketing focuses on SEO, Analytics, Social Media Strategy, and Email Marketing in addition to viral growth techniques, influencer marketing, data mining, and lead generation to prepare students for the realities of marketing roles in the modern workforce. The marketing field offers a variety of interesting and challenging career opportunities such as personal selling, advertising, market research, distribution, product development, wholesaling, and retailing.

The business administration major with a concentration in digital marketing requires the 42-semester hour business core and the completion of 18 semester hours shown below. Of the concentration classes below 12 semester hours are taken online through the Rize platform.

Digital Marketing Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
DIGITAL MARKETING CONCENTRATION		
BUS 333	Marketing Research	3
BUS 334	Digital Marketing	3
BUS 335*	Social Media Marketing	3
BUS 336*	Email Marketing	3
BUS 337*	SEO and SEM	3
BUS 431*	Viral and Organic Growth	3
<b>Total</b>		<b>60</b>

\*Class offered online through partnership with Rize

### Entrepreneurship and Innovation Concentration

Entrepreneurship is the process of identifying opportunities, rallying resources, and bringing together a strong team to create value for new ventures as well as established organizations. The business administration major with a concentration in entrepreneurship and innovation requires the 42-semester hour business core and the completion of 18-semester hours chosen shown below.

Entrepreneurship and Innovation Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
ENTREPRENEURSHIP AND INNOVATION CONCENTRATION		
BUS 333	Marketing Research	3
BUS 350	Creating and Launching the Venture	3
BUS 351	Small Business Management	3
BUS 352	Creativity and Innovation	3
BUS 353	Entrepreneurial Finance	3
BUS 450	Managing and Growing the Venture	3
<b>Total</b>		<b>60</b>

### Esports and Gaming Administration Concentration

Esports and Gaming Administration merges Business Technology with the Gaming Industry to offer students a concentration in professional gaming administration. This concentration allows students to develop their passion for gaming and understanding of gaming culture into a career for gaming hospitality, convention administration, game distribution & publishing, and Esports management.

The business administration major with a concentration in esports and gaming administration requires the 42-semester hour business core and the completion of 18 semester hours shown below. Of the concentration classes below 12 semester hours are taken online through the Rize platform.

Esports and Gaming Administration Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
ESPORTS AND GAMING ADMINISTRATION CONCENTRATION		
BUS 373	Event and Facility Management	3
BUS 374	Sports Tourism	3
BUS 375*	Introduction to Esports Management	3
BUS 376*	Convention, Event and Trade Show Planning	3
GAM 330*	Introduction to Games	3
BUS 471*	Distribution of Games: The Role of the Publisher	3
<b>Total</b>		<b>60</b>

\*Class offered online through partnership with Rize

### Financial Planning Concentration

Financial Planning is the process of managing a client's entire financial portfolio through professional advice. A financial planner is an advisor that helps individuals and businesses manage their financial goals and strategies for short- or long-term success. The business administration major with a concentration in financial planning requires the 42-semester hour business core and the completion of 18 semester hours shown below.

Financial Planning Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
FINANCIAL PLANNING CONCENTRATION		
BUS 314	U.S. Taxation	3
BUS 321	Principles of Financial Planning	3
BUS 322	Risk Management and Insurance	3
BUS 323	Retirement and Estate Planning	3
BUS 324	Investment Analysis and Planning	3
BUS 420	Financial Planning Capstone	3
<b>Total</b>		<b>60</b>

### Healthcare Administration Concentration

Healthcare Administration encompasses a wide array of staff positions in the healthcare industry, including roles like hospital administrator, health services manager, and nursing home manager. The business administration major with a concentration in healthcare administration requires the 42-semester hour business core and the completion of 18 semester hours shown below.

Healthcare Administration Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
HEALTHCARE ADMINISTRATION CONCENTRATION		
BUS 380 (or HSC 380)	Healthcare Systems and Health Equity	3
BUS 381 (or HSC 381)	Healthcare Informatics	3
BUS 382	Healthcare Economics and Finance	3
BUS 383	Healthcare Policy and Law	3
BUS 384 (or HSC 384)	Contemporary Issues in Healthcare	3
BUS 480	Healthcare Administration	3
<b>Total</b>		<b>60</b>

### Management and Leadership Concentration

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

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

The business administration major with a management concentration requires the 42-semester hour business core and the completion of 18 semester hours shown below.

Management and Leadership Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
MANAGEMENT AND LEADERSHIP CONCENTRATION		
BUS 341	Organizational Behavior	3
BUS 341	Management of Human Resources	3
BUS 343	Building and Leading Effective Teams	3
BUS 344	Operations Management	3
BUS 345	Project Management and Organizational Change	3
BUS 440	Leadership	3
<b>Total</b>		<b>60</b>

### Sales and Marketing Concentration

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

The business administration major with a concentration in marketing requires the 42-semester hour business core and the completion of 18 semester hours shown below.

Sales and Marketing Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
SALES AND MARKETING CONCENTRATION		
BUS 331	Contemporary Selling	3
BUS 332	Advertising and Sales Promotion Management	3
BUS 333	Marketing Research	3
BUS 334	Digital Marketing	3
BUS 352	Creativity and Innovation	3
BUS 430	Strategic Marketing	3
<b>Total</b>		<b>60</b>

### Sports Administration Concentration

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

The business administration major with a sports administration concentration requires the 42-semester hour business core and the completion of 18 semester hours shown below.

Sports Administration Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
SPORTS ADMINISTRATION CONCENTRATION		
BUS 370	Foundation of Sports Management	3
BUS 371	Sports and Society	3
BUS 372	Sports Marketing	3
BUS 373	Event and Facility Management	3
BUS 374	Sports Tourism	3
BUS 470	Sports Administration	3
<b>Total</b>		<b>60</b>

### Specialized Business Concentration

The Specialized Business concentration offers professional preparation in the application of business principles to other fields of study. Students will complete a degree program that includes courses in the fundamental principles of business while the chosen paired field of study courses will focus on knowledge in that specific field. The concentration was formulated to promote interdisciplinary and multidisciplinary studies such as art, science, health, and humanities as they pertain to business. The business administration major with a specialized business concentration requires the 42-semester hour business core and the completion of 21 semester hours shown below.

Specialized Business Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		42
SPECIALIZED BUSINESS CONCENTRATION		
BUS XXX	300 OR 400 level business course*	3
BUS XXX	300 OR 400 level business course*	3
BUS XXX	300 OR 400 level business course*	3
<i>Nine Semester Hours From:</i>		9
	300 or 400 level non-business courses in the same field	
BUS 400	Specialized Business Capstone	3
<b>Total</b>		<b>63</b>

\*Students must choose courses that are not a part of the “Business Administration Core.”

### Business Administration Minor

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

Business Administration Minor Requirements		SH
BUS 201	Financial Accounting	3
BUS 210	Macroeconomics	3
BUS 211	Microeconomic Concepts	3
<i>Nine Semester Hours of Business Administration Courses From:</i>		9
BUS 150	Introduction to Entrepreneurship	3
BUS 202	Managerial Accounting	3
BUS 240	Business Statistics and Analytics	3
BUS 320	Financial Management and Analysis	3
BUS 330	Principles of Marketing	3
BUS 340	Principles of Management	3
<b>Total</b>		<b>18</b>

### Arts Management Minor

The minor in arts management is available to all students not already majoring in business administration. At least 12 of the 21 hours required must be taken at Coker. A student must obtain a GPA of at least 2.0 for all courses taken.

<b>Arts Management Minor Requirements</b>		<b>SH</b>
ARTS MANAGEMENT CORE		
BUS 150	Introduction to Entrepreneurship	3
BUS 330	Principles of Marketing	3
BUS 340	Principles of Management	3
VPA 101	Introduction to Arts Management	3
	Complete 200 or 300 level ART, DNC, MUS, or THE course (not listed below)	3
<i>Six (6) Semester Hours Chosen from the Following List:</i>		6
ART 210	Graphic Design I	
ART 275	Interaction Design I	
BUS 334	Digital Marketing	
COM 370	Writing for Media	
THE 160	Design for the Performing Arts	
THE 252	Stage Management	
VPA 399	Internship in Arts Management*	
<b>Total</b>		<b>21</b>

\*Students are encouraged to complete an internship to satisfy the minor

## Chemistry

Students completing a minor in chemistry can look forward to a wide range of career options. Careers in chemistry include laboratory science, industrial management, government and science teaching. Many interdisciplinary careers are open to graduates with a background in chemistry. These include computer science, patent or environmental law, chemical and pharmaceutical sales, chemical information, pollution control and ecology, and technical writing.

### Chemistry Minor

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

The minor in chemistry requires a minimum of 19 credit hours of chemistry, including CHE 101/101L and CHE 102/102L, at least 6 credit hours numbered 300 or above, an additional 3 credit hour elective (any level), and at least 2 additional laboratory credit hours.



<b>Chemistry Minor Requirements</b>		<b>SH</b>
CHE 101/101L	General Chemistry I and General Chemistry I Laboratory	4
CHE 102/102L	General Chemistry II and General Chemistry II Laboratory	4
CHE 180	Chemistry Seminar I	1
CHE 351/351L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHE 352/352L	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHE 480	Chemistry Seminar II	1
<i>At least two courses from:</i>		6
CHE 381	Physical Chemistry I	
CHE 382	Physical Chemistry II	
CHE 401	Analytical Chemistry	
CHE 402	Advanced Inorganic Chemistry	
CHE 461	Introduction to Biochemistry (prerequisite BIO 101 or 110)	
<i>One laboratory from:</i>		1
CHE 382L	Physical Chemistry Laboratory	
CHE 401L	Analytical Chemistry Laboratory	
CHE 402L	Advanced Inorganic Chemistry Laboratory	
<b>Total</b>		<b>25</b>

### Communication

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

### Communication Minor Requirements

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

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

## Criminology

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

### Criminology Major Requirements

Requirements for the criminology major are listed below. Criminology majors take a 15-semester hour core curriculum along with 18 semester hours of criminology electives. Students contemplating employment in a criminal justice agency should take CRIM 431: Practicum in Criminology. Students considering careers in criminal justice agencies are encouraged to satisfy the non-native language requirement with Spanish. Psychology is a helpful minor.

Criminology Major Prerequisite		SH
MAT 203	Elementary Statistics	3
ENG 215C	Writing in the Social Sciences	3
<b>Total</b>		<b>6</b>
Criminology Major Requirements		SH
CRIMINOLOGY CORE		
CRIM 200	Introduction to Criminology	3
CRIM 201	Theories of Crime	3
SOC 230	Scope and Methods	3
SOC 309	Introduction to Research Methods and Behavioral Statistics	3
CRIM 450	Topical Seminar in Criminology	3
<i>One course from:</i>		3
CRIM 350	Juvenile Delinquency	
CRIM/SOC 352	Corrections	
CRIM/SOC 353	The Sociology of Law Enforcement	
Criminology Electives		12
<b>Total</b>		<b>36</b>

Criminology Majors may take PSY 302 Forensic Psychology and PSY 345 Crisis Intervention to count toward their major electives in Criminology, except in cases where a student is also majoring in Psychology (in which case the courses can only count in one of the two majors).

### Criminology Minor Requirements

A minor in criminology consists of 18 semester hours including CRIM 200 or SOC 101 and CRIM 201. At least 12 of the 18 hours must be taken at the 300 or 400 level.

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

Criminology Minors may take PSY 302 Forensic Psychology and PSY 345 Crisis Intervention to count toward their minor electives in Criminology, except in cases where a student is also majoring in Psychology (in which case the courses can only count in one of the two areas).

### Cybersecurity Major

Cybersecurity majors develop a solid foundation and acquire academic and social capabilities necessary for successful careers. The core courses will prepare students for their career in cybersecurity and the business aspects of the industry.

Students are required to complete 62 semester hours of business and cybersecurity courses, including 3 semester hours of internship or experiential learning coursework. A minimum of 18 semester hours in the major must be taken at Coker University. Of the major required classes below 27 semester hours are taken online through the Rize platform. A student must obtain an average grade point average of at least 2.0 over all courses taken in the major.

At least three semester hours of internship or experiential learning coursework in a business environment is required in the Cybersecurity major. Approval of the Dean of the School of Business is required prior to registration for these courses.

Cybersecurity Major Requirements		SH
BUS 101	Business Dynamics and Careers	3
BUS 150	Introduction to Entrepreneurship	3
BUS 160	Business Applications	3
CS 110	Computer Science I	4
CS 111	Computer Science II	4
CTE 101*	Internet History, Security, & Technology	3
BUS 230	Business Communications	3
CS 220	Introduction to Database	3
CTE 201*	Google Cloud Computing Foundations	3
BUS 360	Introduction to Business Analytics	3
BUS 361	Programming Basics and Functions	3
BUS 362	Spreadsheet Technology	3
BUS 363	Database Management and Business Intelligence	3
CYB 310*	Introduction to Cybersecurity	3
CYB 311*	Cybercrime and Governance	3
CYB 312*	Modern Cybersecurity	3
CYB 313*	Network and System Security	3
CYB 314*	Cyber Forensics	3
CYB 319*	Internship in Cybersecurity	3
CYB 410*	Ethical Hacking	3
<b>Total</b>		<b>62</b>

\*Class offered online through partnership with Rize

Note: Students are advised to complete BUS 240 Business Statistics and Analytics to satisfy the Quantitative Literacy requirement.

## Dance

The dance major at Coker University offers students a broad range of courses that prepare them for several career options in dance and provides the opportunity for some students to enter advanced professional training. In keeping with the mission of Coker University and the School of Visual and Performing Arts, the Dance Program is committed to providing a well-rounded, student-centered learning experience rich in dance technique, choreography, theory, and performance. Grounded in engaged teaching, our faculty create an environment that encourages students to cultivate their technical, artistic, creative, and scholarly abilities. Study in dance as an academic discipline integrates inquiry and theory to develop skills in observation, critical thinking, problem-solving, and evaluation. We believe each student has the potential to reach their goals in whatever career they pursue: performer, choreographer, dance educator, studio owner, arts administrator, dance advocate, etc. We strive to develop thoughtful and active artists in the classroom, studio, and world.

## Dance Major

The core of the dance major consists of 46 semester hours in modern, jazz, and ballet techniques, composition, dance history, improvisation, dance science, music for dancers, and other supporting courses.

## Dance Core

Dance Major Requirements		SH
DNC 105	Ballet Technique I	2
DNC 106	Jazz Dance Technique I	2
DNC 155	Dance Seminar I	1
DNC 360	Dance Practicum	0
DNC 365	Dance Practicum (three semesters, 1 sh each)	3
DNC 200	Modern Dance Technique I (two semesters)	4
DNC 205	Ballet Technique II	2
DNC 206	Jazz Dance Technique II	2
DNC 210	Dance Improvisation	2
DNC 225	Dance Conditioning	2
DNC 240	Pathways and Themes in Dance History	3
DNC 250	Music for Dancers	2
DNC 255	Dance Seminar II	1
DNC 280	Laban Movement Analysis	2
DNC 290	Modern Dance Technique II	2
DNC 320	Dance Science	3
DNC 330	Repertory Dance Company (one semester)	1
DNC 345	Dance Pedagogy in Practice	3
DNC 355	Dance Seminar III	1
DNC 370	Dance Composition I	3
DNC 371	Dance Composition II	3
DNC 390	Modern Dance Technique III	2
<b>Total</b>		<b>46</b>

### Bachelor of Arts in Dance

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

Bachelor of Arts in Dance Requirements		SH
DANCE CORE		46
DNC 205 or DNC 206	Ballet Technique II or Jazz Dance Technique II	2
DNC 290	Modern Dance Technique II (one additional semester)	2
DNC 330	Repertory Dance Company (one additional semester)	1
DNC 390	Modern Dance Technique III	2
DNC 475	Dance Research Methods	1
DNC 480	Senior Thesis	2
<i>Two Additional Hours From:</i>		2
DNC 101	Tap Dance Technique I	
DNC 110	Musical Theatre Dance	
DNC 201	Tap Dance Technique II	
DNC 245	Global Dance Practices: Social, Folk, and Religious Forms	
DNC 330	Repertory Dance Company	
DNC 199, 299, 399, or 499	Special Topics	
<b>Total</b>		<b>58</b>

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

This degree is for students wishing to teach dance in the K-12 public or private school setting. In addition to the core major courses, students pursuing the Dance Education track will take at least 84 semester hours of courses including Dance Pedagogy in Public Schools, Creative Dance, Global Dance Practices: Social, Folk, and Religious Forms and other courses through the Wiggins School of Education. Students will have meaningful experiences observing and assisting certified dance educators in the public schools culminating in a student teaching experience their final semester. Graduates with this degree will be certified by the South Carolina Department of Education to teach dance in the K-12 school system. **Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

Bachelor of Arts in Dance Education Requirements		SH
DANCE CORE		46
DNC 245	Global Dance Practices	1
DNC 350	Dance Pedagogy in Public Schools	3
DNC 452	Creative Dance	3
<i>One Additional Course Selected From:</i>		1
DNC 101	Tap Dance Technique I	
DNC 110	Musical Theatre Dance	
DNC 201	Tap Dance Technique II	
DNC 330	Repertory Dance Company	

PROFESSIONAL EDUCATION COURSES:		
EDU 102	Introduction to Education	3
EDU 200/201	Human Development	3
EDU 312	Content Area Literacy for PK-12 Teachers	3
EDU 385	Psychology Applied to Teaching & Learning in the Classroom	3
EDU 405	Classroom Pragmatics	3
EDU 415	Seminar in Student Teaching	3
EDU 470	Comprehensive Internship: PK-12	12
<b>Total</b>		<b>84</b>

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

The BFA degree in Dance: Choreography offers intensive professional training that prepares students for careers as choreographers by offering classes and experiences to work directly with nationally recognized guest artists, faculty, and in the Coker Repertory Dance Company, as well as ample opportunities for students to show their own creative work. Students will take at least 73 semester hours of courses with a specific focus on courses in dance technique, performance and composition. The expectation is to develop skills and competencies at a higher level in preparation for careers as performing and creative artists. This enables the student to not only dance skillfully and artistically, but also to discuss and analyze dance in a scholarly manner, ensuring that graduates in dance are prepared both for choreography-related work and for additional study at the graduate level.

<b>Bachelor of Fine Arts in Dance: Choreography Requirements</b>		<b>SH</b>
DANCE CORE		46
DNC 205	Ballet Technique II (second semester)	2
DNC 206	Jazz Dance Technique II (second semester)	2
DNC 365	Dance Practicum (three additional semesters)	3
DNC 290	Modern Dance Technique II (one additional semester)	2
DNC 330	Repertory Dance Company (one additional semester)	1
DNC 380	Sites and Screens	3
DNC 390	Modern Dance Technique III (two semesters)	4
DNC 490	Modern Dance Technique IV	2
DNC 450	Dance Composition III	3
DNC 475	Dance Research Methods	1
DNC 480	Senior Thesis	2
<i>Two Additional Hours From:</i>		2
DNC 101	Tap Dance Technique I	
DNC 110	Musical Theatre Dance	
DNC 201	Tap Dance Technique II	
DNC 245	Global Dance Practices: Social, Folk, and Religious Forms	
DNC 330	Repertory Dance Company	
DNC 199, 299, 399, or 499	Special Topics	
<b>Total</b>		<b>73</b>

## Dance

### Scholarship Audition Requirements

Students interested in talent based scholarships in dance must complete the following requirements:

- A dance technique class
- A two-minute (minimum) solo in any style of dance

### BFA and BA- Dance Education Application and Review

Current students interested in pursuing either the B.F.A. in Dance - Choreography or the BA in Dance Education must complete the following requirements prior to being accepted into those programs. Students should also have a 3.0 GPA in Coker dance courses upon application and are required to maintain a 3.0 GPA in dance courses to remain in these programs. Students can apply to the BFA or Dance Education programs at the end of their freshman year. Students have two chances to pass this review. Students not accepted into the BFA or Dance Education program may continue to pursue the BA in Dance degree. (Note: Sophomore Review is required for all dance majors)

- BFA/Dance Education Application Form and Resume
- For the BFA: At least 2 examples of choreography from either the *Informal Dance Concert* or the *Student Choreography Showcase (SCS)*
- For Dance Education: Pass EDU 102 or EDU 200/201
- Statement of intent, that includes a career plan (1-2 pages)

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

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

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

### Dance Minor Requirements

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

Dance Minor Requirements		SH
DNC 105, 205, or 305	Ballet Technique	2
DNC 106, 206, or 306	Jazz Dance Technique	2
DNC 200, 290, 390, or 490	Modern Dance Technique (two semesters)	4

<i>Two Courses From:</i>		4
DNC 210	Dance Improvisation	
DNC 225	Dance Conditioning	
DNC 250	Music for Dancers	
DNC 280	Laban Movement Analysis	
<i>Two Courses From:</i>		6
DNC 240	Pathways and Themes in Dance History	
DNC 370	Dance Composition I	
DNC 345	Dance Pedagogy in Practice	
<i>One Additional Course From:</i>		1
DNC 101	Tap Dance Technique I	
DNC 110	Musical Theatre Dance	
DNC 201	Tap Dance Technique II	
DNC 245	Global Dance Practices: Social, Folk, and Religious Forms	
<b>Total</b>		<b>19</b>

### **Sophomore Review Process**

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

### **Data Analytics Major**

Data Analytics majors develop a solid foundation and acquire academic and social capabilities necessary for successful careers. The core courses will prepare students for their career in data analytics and the business aspects of the industry.

Students are required to complete 67 semester hours of business and data analytics courses, including 3 semester hours of internship or experiential learning coursework. A minimum of 18 semester hours in the major must be taken at Coker University. Of the major required classes below 24 semester hours are taken online through the Rize platform. A student must obtain an average grade point average of at least 2.0 over all courses taken in the major.

At least three semester hours of internship or experiential learning coursework in a business environment is required in the Data Analytics major. Approval of the Dean of the School of Business is required prior to registration for these courses.

<b>Data Analytics Major Requirements</b>		<b>SH</b>
BUS 101	Business Dynamics and Careers	3
BUS 150	Introduction to Entrepreneurship	3
BUS 160	Business Applications	3
CS 110	Computer Science I	4
CS 111	Computer Science II	4
CTE 101*	Internet History, Security, & Technology	3
BUS 230	Business Communications	3
CS 210	Data Structures and Algorithm Analysis	4
CS 220	Introduction to Database	3



CTE 201*	Google Cloud Computing Foundations	3
MAT 231	Calculus I	4
BUS 360	Introduction to Business Analytics	3
BUS 361	Programming Basics and Functions	3
DAT 320	Foundations of Data Analytics I	3
DAT321	Foundations of Data Analytics II	3
DAT 324*	Data Science I	3
DAT 325*	Data Science II	3
DAT 326*	AI and Machine Learning	3
DAT329*	Internship in Data Analytics	3
DAT420*	Data Analytics Practicum	3
<b>Total</b>		<b>64</b>

\*Class offered online through partnership with Rize

Note: Students are advised to complete MAT 230 Precalculus to satisfy the Quantitative Literacy requirement.

### Education

The Wiggins School of Education at Coker University is accredited by the South Carolina Department of Education. This accreditation covers all initial teacher preparation programs at Coker University.

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

- Art Education (PK-12)
- Biology Education (9-12)
- Dance Education (PK-12)
- Early Childhood Education (PK-3)
- Elementary Education (2-6)
- Music Education - Choral/Instrumental (PK-12)

Teacher candidates who successfully complete these programs are recommended to the State of South Carolina for certification in the subjects indicated and the grade levels shown.

**Please refer to the Teacher Education Guide for the most up-to-date degree requirements.**

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

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

### Education Major Requirements

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

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

Early Childhood Education Major Requirements		SH
EDU 102	Introduction to Education	3
EDU 116	Math Content for Early Childhood and Elementary Teachers	3
EDU 200	Human Development: Conception until Puberty	3
EDU 202	Early Childhood Organization and Curriculum	3
EDU 210	Educational Technology	3
EDU 211	Foundations of English Language Arts	3
EDU 216	Teaching Early Childhood Mathematics	3
EDU 217	Teaching Elementary School Mathematics	3
EDU 301	Connecting Home, School, and Community	3
EDU 303	Pre-School Behavior	3
EDU 306	Literacy Instructional Practices	3
EDU 307	Literacy in the Content Areas	3
EDU 330	Assessments in Literacy	3
EDU 345	Social Studies Methods for Teachers	3
EDU 350	Science Methods for Teachers	3
EDU 385	Psychology Applied to Teaching & Learning in the Classroom	3
EDU 404	Materials & Methods for Early Childhood and Elementary Education	3
EDU 405	Classroom Pragmatics: Assessment and Management	3
EDU 415	Seminar in Student Teaching	3
EDU 410	Comprehensive Internship: Early Childhood	12
ART 290 or EDU 290	Art in the Public Schools Arts Integration	3
<b>Total</b>		<b>72</b>

<b>Elementary Education Major Requirements</b>		<b>SH</b>
EDU 102	Introduction to Education	3
EDU 116	Math Content for Early Childhood and Elementary Teachers	3
EDU 200	Human Development: Conception until Puberty	3
EDU 210	Educational Technology	3
EDU 211	Foundations of English Language Arts	3
EDU 216	Teaching Early Childhood Mathematics	3
EDU 217	Teaching Elementary School Mathematics	3
EDU 301	Connecting Home, School, and Community	3
EDU 306	Literacy Instructional Practices	3
EDU 307	Literacy in the Content Areas	3
EDU 330	Assessments in Literacy	3
EDU 345	Social Studies Methods for Teachers	3
EDU 350	Science Methods for Teachers	3
EDU 385	Psychology Applied to Teaching & Learning in the Classroom	3
EDU 404	Materials & Methods for Early Childhood and Elementary Education	3
EDU 405	Classroom Pragmatics: Assessment and Management	3
EDU 415	Seminar in Student Teaching	3
EDU 430	Comprehensive Internship: Elementary	12
ART 290 or EDU 290	Art in the Public Schools Arts Integration	3
<b>Total</b>		<b>66</b>

### **English**

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

The courses listed below provide a broad background in the important modes, periods, authors, and genres of World, British, and American literature. Courses on the 200 level are designed primarily for sophomore level and above. Courses on the 300 level are designed for junior and senior students. Courses at the 400 level are open only to English minors unless permission of the instructor is obtained. The following courses may be applied to the ENG minor: COM 289, Film Criticism, COM 370 Writing for the Media, THE 255 Playwriting I, THE 455 Playwriting II, THE 375 Script Writing for Radio, Television and Film.

### First-Year Writing Placement

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

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

ACT or SAT Score	ENG 110	ENG 111	ENG 112
≤ 20 or ≤ 500	X		
21-24 or 510-550		X	
25+ or 560+			X

### AP and IB Credit

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

### International Students

Students who achieve a CEFR level of C1 and C2 on required English language proficiency testing may be placed in ENG 111.

### English Minor

The minor in English requires the successful completion of 18 semester hours excluding ENG 110, 111, and 112. All courses counting toward a minor in English must be completed with a minimum grade of C. Twelve of the 18 hours must be at the 300 level or above, and all English minors must complete ENG 265. Students are welcome to select any combination of courses listed below, but they are encouraged to concentrate their studies on courses in literature or writing, depending on their postgraduate plans.

English Minor Requirement	SH
ENG 265 Literary Theory	3
Upper-Level English Electives (300-level or above)	12
English Electives (200-level or above)	3
<b>Total</b>	<b>18</b>

### Entrepreneurship Certificate

The entrepreneurship certificate is available to all students not already pursuing a concentration in entrepreneurship. A minimum of six semester hours must be taken at Coker. Entrepreneurship is the process of identifying opportunities, rallying resources, and bringing together a strong team to create value for new ventures as well as established organizations.

ENTREPRENEURSHIP CERTIFICATE		SH
BUS 150	Introduction to Entrepreneurship	3
BUS 350	Creating and Launching the Venture	3
BUS 352	Creativity and Innovation	3
BUS or COM elective	Business coursework (200-level or above) or one of the following Communication courses: COM 201 Advanced Public Speaking COM 305 Strategies of Persuasion COM 330 Communication Theory COM 361 Media and Social Change	3
<b>Total</b>		<b>12</b>

### Environmental Studies Minor

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

#### Environmental Studies Minor Requirements

A minor in environmental studies consists of a minimum of 19 semester hours: 10 semester hours in the environmental studies core, and 9 semester hours of elective courses selected from a variety of disciplines. At least 3 semester hours of elective courses must be 300 level or higher.

Environmental Studies Minor Requirements		SH
ENVIRONMENTAL STUDIES CORE		
ES/BIO 103	Introduction to Environmental Science	3
PHY 101/101L	Physical Science and Physical Science Laboratory	4
ES/BIO 360	Applied Ecology: The Human Predicament	4
<i>Twelve semester hours of Environmental Studies electives from:</i>		12
BA 447	Business Ethics	
BIO 210	Core Principles of Ecology and Evolution (prerequisites: BIO <del>101 or</del> 110, BIO <del>102 or</del> BIO 111, and MAT 203 )	
ES/COM 260	Environmental and Sustainability Communication	
POL/SOC 340	Politics of the Environment (prerequisite: POL 101)	

CHE 101/101L	General Chemistry I and General Chemistry I Laboratory	
CHE 401	Analytical Chemistry	
GEO 102/102L	Environmental Physical Geology and Environmental Physical Geology Laboratory	
SOC 312	Modernization and Social Change	
SOC 319	Human Population (prerequisite: SOC 101)	
ES 199, 299, 399 and 499	Environmental Studies Special Topic courses	
<b>Total</b>		<b>21</b>

### Experiential Education Certificate

The Experiential Education certificate is available to students of all majors. A minimum of six semester hours must be taken at Coker. This certificate documents completion of three specific courses and an internship, which provide a student with theoretical and applied knowledge of experiential education. Students going into the field of education or coaching, working with youth or other populations, or interested in developing a greater appreciation for the outdoors, can add this certificate to their degree.

EXPERIENTIAL EDUCATION CERTIFICATE		SH
EDU 200, EDU 201, or PSY 205	Human Development	3
PE 230	Outdoor Education	3
PE 322	Adventure Education Activities	3
Internship	Internship in Education, Interdisciplinary Studies, or Physical Education (or other discipline with instructor permission), in a placement related to experiential education	3
<b>Total</b>		<b>12</b>

### Financial Planning Certificate

The financial planning certificate is available to all students not already pursuing a concentration in financial planning. A minimum of twelve semester hours must be taken at Coker, including the Financial Planning Capstone course. Financial Planning is the process of managing a client's entire financial portfolio through professional advice. A financial planner is an advisor that helps individuals and businesses manage their financial goals and strategies for short- or long-term success.

Financial Planning Certificate Requirements		SH
BUS 314	U.S. Taxation	3
BUS 321	Principles of Financial Planning	3
BUS 322	Risk Management and Insurance	3
BUS 323	Retirement and Estate Planning	3
BUS 324	Investment Analysis and Planning	3
BUS 420	Financial Planning Capstone	3
<b>Total</b>		<b>18</b>

## Foreign Languages

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

## PROGRAMS OF STUDY

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

## Placement

Placement exams are offered to freshmen and transfer students during admissions events and during Orientation. For all other students, including transfer students and those who did not take the placement exam as freshmen, they will be offered twice per year: once in August and once in January. The following rules will help students and advisors understand which placement exam a student should take.

## WHO SHOULD TAKE WHICH PLACEMENT EXAM?

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

## Chinese

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

## Chinese Studies Minor Requirements

- Completion of 21 semester hours of Chinese language and culture classes beyond the 102-level.

- Eighteen of the 21 hours must be of 200 and/or 300 level.
- Six of the 21 hours must be taken at Coker University.
- At least twelve of these hours must be completed in a one-semester study abroad program or two 6-week study abroad programs.
- Students must earn a minimum 2.00 grade point average for all courses within the minor.

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

## **French**

Coker University does not offer French classes on a regular schedule.

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

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

## **Spanish**

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

## **Forensic Studies Specialization**

There is no “preferred course of study” to prepare you for a career in Forensic Studies. Each real-world position will focus on a different facet of engagement with the legal system. You should choose a major on the basis of your interest, and choose coursework in the Forensic Studies Specialization that is consistent with expanding on that interest. We have two primary goals in this. The first is to help you maximize your chances of being hired in a position of your choice. The second is to help you to succeed once you get there. An additional and third goal is to provide a foundation from which you may proceed to choose a graduate school program for more intensive study.

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



### Forensic Studies Specialization Requirements

Students in the Forensic Studies Specialization are required to complete a minimum of 12 semester hours of coursework from the following courses. Only one course toward the specialization may be at the 200-level. At least one course must be chosen from each of the two groups. Students may use designated courses to simultaneously satisfy requirements in their major/minor and the specialization. Note that many courses from Group A are four credits. Also note that all prerequisites are to be completed before registering for any of these courses.

Forensic Studies Specialization Requirements		SH
Students must choose at least one course from each group below.		
<i>At least one course from Group A - Natural and Behavioral Sciences</i>		3-4
BIO 211	Core Principles of Genetics	
BIO 250	Anatomy and Physiology I	
BIO 311	Cell Biology and Genomics	
BIO 330	Microbiology	
CHE 201	Forensic Science	
CYB 314	Cyber Forensics	
<i>At least one course from Group B - Social and Cultural Factors</i>		3
CRIM 206	Family Violence	
CRIM/PSY 339	Substance Abuse	
CRIM 341	Child Abuse and Neglect	
CRIM/SOC 351	The Sociology of Law	
CRIM/SOC 353	The Sociology of Law Enforcement	
CRIM 354	Violent Crime	
POL 371	Political Assassinations in the US	
PSY 301	Social Psychology	
PSY 302	Forensic Psychology	
PSY 306	Abnormal Psychology	
Students must complete a total of two additional courses, with at least 9 total hours (3 courses) at the 300 or 400 level.		6-8
<b>Total</b>		<b>12-15</b>

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

### Game Development Major

Game Development majors develop a solid foundation and acquire academic and social capabilities necessary for successful careers. The core courses will prepare students for their career in game development and the business aspects of the industry.

Students are required to complete 63 semester hours of business and game development courses, including 3 semester hours of internship or experiential learning coursework. A minimum of 18 semester hours in the major must be taken at Coker University. Of the major required classes below 27 semester hours are taken online through the Rize platform. A student must obtain an average grade point average of at least 2.0 over all courses taken in the major.

At least three semester hours of internship or experiential learning coursework in a business environment is required in the Game Development major. Approval of the Dean of the School of Business is required prior to registration for these courses.

<b>Game Development Major Requirements</b>		<b>SH</b>
BUS 101	Business Dynamics and Careers	3
BUS 150	Introduction to Entrepreneurship	3
BUS 160	Business Applications	3
CS 110	Computer Science I	4
CS 111	Computer Science II	4
CTE 101*	Internet History, Security, & Technology	3
BUS 211	Microeconomics	3
BUS 230	Business Communications	3
CS 210	Data Structures and Algorithm Analysis	4
CS 220	Introduction to Database	3
CTE 201*	Google Cloud Computing Foundations	3
BUS 330	Principles of Marketing	3
CS 330	Web Programming	3
GAM 330*	Introduction to Games	3
GAM331*	Content and Systems Design	3
GAM332*	Unity I: Working with Unity	3
GAM333*	Unity II: Advanced Unity Programming	3
GAM334*	C# Programming	3
GAM339*	Internship in Game Development	3
GAM430*	Capstone: Building a Game	3
<b>Total</b>		<b>63</b>

\*Class offered online through partnership with Rize

Note: Students are advised to complete BUS 240 Business Statistics and Analytics to satisfy the Quantitative Literacy requirement.

### **General Sciences**

The General Sciences major requires successful completion of 42 semester hours in the sciences (see Table 1 below) and an internship approved by the student's major advisor.

Students majoring in General Sciences may elect up to one concentration in a designated subfield approved by the science faculty. The number of individual “contract” courses may vary depending on the concentration (see Tables 2-5 below for examples) however concentrations should have at least four contract course requirements. Courses designated as contract courses specific to concentrations for the General Science major are approved by the instructor and the Dean of Humanities and Sciences. Examples of concentrations within the General Sciences Major include: Agricultural Science, Brewing Science, Environmental Science/Natural Resources, General Laboratory Technician, Biomedical Science, additional general science concentrations may be made available to students depending on the availability of faculty expertise and qualifications.

Table 1. Course requirements for the General Sciences Major (without optional Concentration).

<b>General Sciences Major Requirement</b>	<b>SH</b>
Biology, Chemistry, Mathematics, or Physics courses (100/200-level)	20
Biology, Chemistry, Mathematics, or Physics courses (300/400-level)	16
Research Courses (400-level)	3
GEN SCI Capstone (400-level)	3
<b>Total</b>	<b>42</b>

Table 2. Agricultural Science Concentration

<b>General Sciences: Agricultural Science Concentration</b>	<b>SH</b>
BIO110, BIO111, CHE101, BIO210 <sup>AGR</sup> , BIO211 <sup>AGR</sup> , BUS 101	23
CHE351, CHE352 plus any two of the following “AGR” contract courses: BIO350 (Plant Science) <sup>AGR</sup> BIO360 (Applied Ecology) <sup>AGR</sup> BIO399 (Plant Pathology) <sup>AGR</sup> BIO411 (Adv. Genetics) <sup>AGR</sup>	15-16
Research Courses (400-level)	3
GEN SCI Capstone (400-level)	3
<b>Total</b>	<b>44-45</b>

Table 3. Brewing Science Concentration

<b>General Sciences Major: Brewing Science Concentration</b>	<b>SH</b>
BUS101, BIO110, BIO111, CHE101, CHE102, BIO210 <sup>BRW</sup> or BIO211 <sup>BRW</sup>	23
CHE351, CHE352 plus any two of the following “BRW” contract courses: BIO330 (Microbiology) <sup>BRW</sup> BIO360 (Applied Ecology) <sup>BRW</sup> BIO399 (Mycology) <sup>BRW</sup> CHE461 (Biochemistry) <sup>BRW</sup>	15-16
Research Courses (400-level)	3
GEN SCI Capstone (400-level)	3
<b>Total</b>	<b>44-45</b>

Table 4. Environmental Science/Natural Resources Concentration

<b>General Sciences Major: Environmental Science/Natural Resources Concentration</b>	<b>SH</b>
BIO110, BIO111, CHE101, BIO210 <sup>ENV</sup> , BIO211 <sup>ENV</sup>	20

CHE351, CHE352 plus any two of the following “ENV” contract courses: BIO350 (Plant Science) <sup>ENV</sup> BIO360 (Applied Ecology) <sup>ENV</sup> BIO399 (Wildlife Ecology and Management) <sup>ENV</sup> CHE 401 (Analytical Chemistry) <sup>ENV</sup>	16
Research Courses (400-level)	3
GEN SCI Capstone (400-level)	3
<b>Total</b>	<b>42</b>

Table 5. General Laboratory Technician Concentration

<b>General Sciences Major: General Laboratory Technician Concentration</b>	<b>SH</b>
BUS101, CHE101, CHE102, BIO111, BIO110, BUS 160	22
CHE351, CHE352 plus the following “GLT” contract courses: BIO330 <sup>GLT</sup> (Microbiology) CHE401 <sup>GLT</sup> (Analytical Chemistry)	16
Research Courses (400-level)	3
GEN SCI Capstone (400-level)	3
<b>Total</b>	<b>44</b>

Table 6. Biomedical Science Concentration

<b>General Sciences Major: Biomedical Science Concentration</b>	<b>SH</b>
CHE 101/L, CHE 102/L, BIO 111, BIO 110/L	15
BIO 211, BIO 250, BIO 251	12
CHE 351/L, BIO 311, BIO 330	11
MAT 203	3
HSC 100, HSC 361, HSC 345	8
ENG 215F	3
Research Courses (400-level)	3
GEN SCI Capstone (400-level)	3
<b>Total</b>	<b>58</b>

### General Studies

The General Studies major offers a multidisciplinary education that allows for the exploration of specific interests while offering a framework to promote competence in several fields. Students study with faculty from various academic areas to complete coursework; the major can encompass coursework from the sciences, the social sciences, the arts and humanities, and other majors who offer courses to all students. Students are expected to develop strong reading and writing skills and develop their interests in areas that can be related to future career choices. In the first semester after declaring the major, students will take a career interest assessment and reflect on its findings to begin articulating goals and interests for future coursework. A capstone course aids students in making the connection from classroom work in diverse areas either to further studies in one specific field or to develop and articulate a plan to enter into a career field.

The General Studies major provides the flexibility to support students who are adding a specific set of courses to an existing transcript that may contain a range of transfer credits. Students are encouraged to research the requirements for graduate school admission or skills and knowledge requirements for specific entry level or continuing positions they may be pursuing; their academic advisor will guide them toward courses that will provide them with the most advantageous set of learning experiences to prepare for their chosen career. To provide the opportunity to develop discipline-specific depth in the field that is most relevant to the student's interest and career specialization, the distribution of courses between the disciplines is left open; students are encouraged to choose courses carefully based on course descriptions and to take recommendations from faculty in the fields under advisement.

### General Studies Major Requirements

The General Studies major requires successful completion of 39 semester hours. Students must complete 36 credit hours in their chosen disciplines, of which at least 18 credit hours must be 300/400 level course work. Other courses may be chosen at the 200-level; 100-level courses may only count toward the major if they also count towards the major in the discipline in which they originate. Students complete a 3 credit hour 400 level capstone course that combines either an internship or a final project with appropriate career preparation. Students must earn a C or higher for any course to be counted toward the General Studies major.

General Studies Major Requirement	SH
Lower level courses, combined from any disciplines	18
Upper level courses, combined from any disciplines	18
GS400 Capstone (400-level)	3
<b>Total</b>	<b>39</b>

### Healthcare Studies

Majors in Healthcare Studies develop the broad skills needed in the complex U.S. healthcare system and the ways in which you can deliver and improve healthcare. You will obtain a background that can be applied to any area of healthcare delivery including business operations, marketing, and roles requiring strong critical thinking and writing skills. A bachelor of science in healthcare studies can also be a stepping stone to graduate study in areas such as speech therapy and dietetics. BIO 110 Core Principles of Cell and Molecular Biology (including lab requirement) is completed as part of general education requirements. The Healthcare Studies major consists of core classes and a required area of concentration for a total of 47 to 61 semester hours.

Healthcare Studies Major Requirements		SH
HSC 100	Medical Terminology	2
ENG 215F	Writing in the Discipline: Writing in Health Sciences	3
MAT 203	Elementary Statistics	3
PSY 205	Human Development	3
HSC 322	Health Education and Program Planning	3
HSC 345	Healthcare Research and Epidemiology	3

HSC 361	Healthcare Law and Ethics	3
HSC 380	Exploring Health Equity & Healthcare Systems	3
HSC 381	Healthcare Informatics	3
HSC 455	Internship* Internship in the discipline may be substituted for HSC 455	3
Completion of one of the approved areas of concentration		
Entrepreneurship and Innovation <ul style="list-style-type: none"> <li>• BUS 333 Marketing Research</li> <li>• BUS 350 Creating and Launching the Venture</li> <li>• BUS 351 Small Business Management</li> <li>• BUS 352 Creativity and Innovation</li> <li>• BUS 353 Entrepreneurial Finance</li> <li>• BUS 450 Managing and Growing the Venture</li> </ul>		18
Healthcare Administration <ul style="list-style-type: none"> <li>• BUS 382 Healthcare Economics and Finance</li> <li>• BUS 383 Healthcare Policy and Law</li> <li>• BUS 480 Healthcare Administration</li> <li>• HSC 384 Contemporary Issues in Healthcare</li> <li>• Six semester hours of electives from:             <ul style="list-style-type: none"> <li>◦ BUS 341 Organizational Behavior</li> <li>◦ BUS 342 Management of Human Resources</li> <li>◦ BUS 343 Building and Leading Effective Teams</li> <li>◦ BUS 344 Operations Management</li> <li>◦ BUS 345 Project Management and Organizational Change</li> </ul> </li> </ul>		18
Management and Leadership <ul style="list-style-type: none"> <li>• BUS 341 Organizational Behavior</li> <li>• BUS 342 Management of Human Resources</li> <li>• BUS 343 Building and Leading Effective Teams</li> <li>• BUS 344 Operations Management</li> <li>• BUS 345 Project Management and Organizational Change</li> <li>• BUS 440 Leadership</li> </ul>		18
Sales and Marketing <ul style="list-style-type: none"> <li>• BUS 331 Contemporary Selling</li> <li>• BUS 332 Advertising and Sales Promotion Management</li> <li>• BUS 333 Marketing Research</li> <li>• BUS 334 Digital Marketing</li> <li>• BUS 352 Creativity and Innovation</li> <li>• BUS 430 Strategic Marketing</li> </ul>		18
Writing <ul style="list-style-type: none"> <li>• ENG 215F Writing in the Disciplines: Writing in the Health Sciences</li> <li>• ENG 240 Factual Fictions: Literature and Science</li> <li>• ENG 340 Management and Leadership Skills in Literature</li> </ul> <ul style="list-style-type: none"> <li>• One 200-level (or above) English elective</li> <li>• One 300-level (or above) English elective</li> </ul>		18
Health Sciences <ul style="list-style-type: none"> <li>• CHE 102 &amp; CHE 102L General Chemistry II</li> </ul>		

<ul style="list-style-type: none"> <li>• BIO 230 Microbiology for Health Professions or 330 Microbiology</li> <li>• BIO 250 Anatomy and Physiology I</li> <li>• BIO 251 Anatomy and Physiology II</li> <li>• One Course From: <ul style="list-style-type: none"> <li>○ PHY 201 &amp; PHY 201L or PHY 203 &amp; PHY 203L Physics I</li> <li>○ CHE 351 &amp; CHE 351L Organic Chemistry I</li> <li>○ BIO 211 Genetics</li> <li>○ BIO 399 Special Topics Course</li> </ul> </li> </ul>	31-32
<b>Nutrition Concentration</b> <ul style="list-style-type: none"> <li>• BIO 230 Microbiology for Healthcare Professionals</li> <li>• NUTR 201 Principles of Human Nutrition</li> <li>• NUTR 310 + 310C Nutrition across the Life Cycle</li> <li>• NUTR 312 + 312C Nutrition in Special Populations</li> <li>• NUTR 303 Micronutrients</li> <li>• NUTR 340 Nutrition and Wellness</li> <li>• NUTR 402 + 402C Nutrition and Communities</li> </ul>	25
<b>Total</b>	<b>47-61</b>

### Healthcare Studies Nutrition Minor

Healthcare Studies Nutrition Minor Requirements		SH
NUTR 201	Principles of Human Nutrition	3
NUTR 310	Nutrition across the Life Cycle	3
NUTR 312	Nutrition in Special Populations	3
NUTR 303	Micronutrients	3
NUTR 340	Nutrition and Wellness	3
NUTR 402	Nutrition and Communities	3
<b>Total</b>		<b>18</b>

### History

#### History Minor Requirements

A minor in history requires 18 semester hours. These must include HIST 200; HIST 201; three semester hours from among HIST 202, 210, and 211; and 9 additional semester hours in history of which a minimum of six must be upper level.

History Minor Requirements		SH
HIST 200	Historical Methods and Theories	3
HIST 201	The History of the United States from Pre-Columbian Era to 1865	3
<i>Three semester hours from:</i>		3
HIST 202	The United States since 1865	
HIST 210	Western Civilization I	
HIST 211	Western Civilization II	
Upper-Level History Electives (300-level or above)		6
History Electives (any level)		3
<b>Total</b>		<b>18</b>

## **Honors Program for Undergraduate Students**

Coker University's Honors Program is a community of driven students with high potential, who seek a university experience that promotes leadership development and reflective citizenship through a combination of coursework, co-curricular experiences, and independent exploration. The Honors Program provides students opportunities to learn and grow in six distinct areas: outstanding academics, campus leadership, creative endeavors, innovative scholarship, global citizenship, and pre-professional experiences.

### **Admissions**

Prospective students with demonstrable potential in the areas listed above will be invited to apply to the Honors Program. When evaluating applicants for the Program, the university looks for students with energy and high potential who will take advantage of the opportunities that the Honors Program offers.

Consequently, admission to the Honors Program depends on:

- Academic achievement represented by standardized test scores and/or grades from previous schools
- Aptitude demonstrated through a self assessment and an essay
- Extracurricular experiences shown in a résumé
- Qualifications shown through a letter of reference from a teacher or supervisor

In addition, outstanding Coker University students with a 3.5 Coker GPA may be nominated by faculty, staff, or themselves, until their completion of the **second semester** of their sophomore year. These students will follow the same admissions process as prospective students, barring high school transcripts and standardized tests.

### **Global Perspective and Cultures Requirement**

A foreign language up to the 102 level will count for six semester hours in the Global Perspectives and Cultures requirement. Students who meet the criteria on a Coker-administered language placement exam in Spanish, French, German, or Latin will receive a non-credit bearing exemption for one or both courses in the language requirement. The student's remaining course(s) in Global Perspectives and Cultures cannot repeat the course(s) they exempted through placement. Students with AP credit or dual-enrollment credit may exempt the language requirement through course credit.

An additional 3-semester-hour course in Global Perspectives and Cultures, in a discipline other than the student's major program, is required.

International Honors students whose secondary education was conducted in a language other than English may meet the foreign language requirement by successfully completing ENG 112 or its equivalent through course credit. International Honors students will complete the six semester hours of Global Perspectives and Cultures as required for all students through the General Education Program.

### **Transfer Information**

Any student in good standing with the Honors Program or College at their current institution, who has 3.5 cumulative GPA or higher is eligible to transfer in as a Coker University Honors Student. All honors courses with a grade of C or higher that are taken as part of the degree program at the current institution will be accepted as honors credit. Interested transfer students should provide a letter stating that the honors student is in good standing from the Director or Dean of the Honors Program or University at their current institution to the Director of the Honors Program. In all cases, the final decision on admission to the Honors Program rests with the Honors Program Committee.



To graduate from the Honors Program at Coker University, a student must successfully complete the requirements shown in the following table. The Director of the Honors Program will review each student's progress at the end of each semester. Students who are not making progress by taking sufficient HON courses to be on track for graduation or who have a cumulative grade point average below 3.500 will be put on probation for one semester to address the deficit. Students who do not address the deficit in the following semester will be dismissed from the program.

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

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

### **Curricular, Extra- and Co-Curricular Requirements**

Each Honors Student will complete coursework and a multi-semester Capstone Project under the direction of a faculty mentor. In addition to Honors coursework, each Honors student will choose two areas of focus to concentrate on during their college career. These are outstanding academics, campus leadership, creative endeavors, innovative scholarship, global citizenship, and pre-professional experiences. The students will create e-portfolios that record and reflect upon their activities and personal development in these two areas. The quality of this e-portfolio will be evaluated by the Director of the Honors Program and the Honors Program Committee as a requirement for graduation from the program.

### **Outstanding Academics**

While all Honors Students must maintain a GPA of 3.5, students pursuing Outstanding Academics will maintain a GPA of 3.7 in order to graduate magna cum laude. In addition, these students should complete at least one of these experiences, serve as a tutor on campus for Trio, P.A.S.S., the QL Center, or the Writer's Studio; serve as a Junior marshall (if invited); or apply for a nationally competitive fellowship or grant, such as a Fulbright, Boren, or Gilman. Other opportunities or experiences may be approved by the Honors Program Committee.

### **Campus Leadership**

Students focusing on Campus Leadership will demonstrate their contributions to the campus by serving in leadership roles that might include: Commissioner, Resident Assistant, Ambassador, or officer in a campus club or organization, such as the Student Government Association or the Campus Activities Board. Students may focus on several roles or one as long as they demonstrate more than one academic year of commitment. Other opportunities or experiences may be approved by the Honors Program Committee.

### **Global Citizenship**

Students who pursue Global Citizenship will participate in activities that broaden their cultural backgrounds and teach them how they can actively contribute to "the wider world through a continued pursuit of knowledge." Students will participate in two or more activities, such as international study away, the Coker Enactus team, or service learning projects. Other opportunities or experiences may be approved by the Honors Program Committee.

### **Creative Endeavors**

Students focusing on Creative Endeavors will seek opportunities to share their creative works with audiences outside of Coker University through publication or performance. Students can fulfill this requirement in several ways that include: applying to have artworks accepted for a show, to have written works accepted for publication, or to have performances accepted to showcases or regional conferences. Furthermore, students can complete a Dean's Scholars Project in a creative area. Students need not focus on one area and can show their creativity in multiple genres. Other opportunities or experiences may be approved by the Honors Program Committee.

### **Innovative Scholarship**

Students pursuing Innovative Scholarship will gain research experiences outside of the classroom and seek opportunities to share their research outside of Coker University. Students can fulfill this requirement in several ways that include being awarded an South Carolina Colleges and Universities Undergraduate (SCICU) Research Grant, applying for or participating in an REU (Research Experiences for Undergraduates) program, serving as a research assistant on a grant, applying to present research at a honors or disciplinary conference, completing a Dean's Scholars Project or having their work published. Other opportunities and experiences may be approved by the Honors Program Committee.

### **Pre-Professional Experiences**

Students pursuing Pre-Professional Experiences focus on developing skills and attributes necessary for professionals in the field that will help them understand the expectations of their chosen career. Experiences that will fulfill this requirement are internships, externships, job shadowing, and being a campus liaison to guests artists or professionals. Students cannot earn course credit for these activities and they cannot be a part of an established work/study position. The students' e-portfolios must contain a journal that records 45 hours of activities. For experiences that do not lend themselves to 45 hours, such as job shadowing or being a campus liaison for a guest artist, students may combine similar experiences. Other opportunities or experiences may be approved by the Honors Program Committee.

<b>Honors Program</b>
<i>CU 101H: Introduction to Leadership and Life at Coker University (1SH)</i> Students may petition the Director of the Honors Program to have another CU 101 meet this requirement or have the requirement waived if they are transfer students.
<b>HON 220: Honors Research Writing and Communication Skills (3SH)</b> This course will enable students to practice their research skills by instructing them how to compose information in written, verbal and visual forms. Students will learn communication and design theories that will enable them to communicate their research through different types of writing, oral presentations, posters, slide decks, and electronic documents. Prereq. ENG 112 or equivalent and COM 101.
Six semester hours from HON 240, HON 245, HON 250, HON 255 to fulfill Honors Liberal Arts Knowledge Requirements.  Students should consult with the Director of the Honors Program and their academic advisors to choose courses that will not replicate requirements within their majors. Students will fulfill their remaining Liberal Arts Knowledge Requirements by taking courses from the courses listed on pages 65-66 of the catalog.

Two 2-semester hour seminar classes. These classes may be fulfilled by HON 300 or HON 399. Each course number may be repeated for credit.

#### Global Perspective and Cultures Requirement

A foreign language up to the 102 level will count for six semester hours in the Global Perspectives and Cultures requirement. Students who meet the criteria on a Coker-administered language placement exam in Spanish, French, German, Latin or American Sign Language will receive a non-credit bearing exemption for one or both courses in the language requirement. The student's remaining course(s) in Global Perspectives and Cultures cannot repeat the course(s) they exempted through placement. Students with AP credit may exempt the language requirement through course credit.

An additional 3-semester-hour course in Global Perspectives and Cultures, in a discipline other than the student's major program, is required.

#### HON 290: Introduction to Honors Capstone and E-Portfolio (2SH)

This course will instruct students how to research and complete a proposal for their Honors Capstone. It will also instruct them how to create and maintain a reflective e-portfolio that traces their opportunities, activities, and experiences in outstanding academics, campus leadership, creative endeavors, innovative scholarship, global citizenship, and pre-professional experiences, with a focus on two distinct areas of their choice.

Submission of an e-portfolio that records and reflects upon their activities and personal development in two extra- or co-curricular areas. The quality of this e-portfolio will be evaluated by the Director of the Honors Program and the Honors Program Committee as a requirement for graduation from the program. The completed portfolio will be due by midterm in the student's graduating semester.

#### HON 470 and HON 480

These classes involve planning and completion of the student's Honors Capstone project. Honors students will partner with a faculty member in a discovery-based project or an original work involving inquiry, investigation and creative expression. Each student will develop a project that provides a written account of the scholarship activity. The specific format and guidelines for the thesis component will be developed by the honors student and faculty mentor in consultation with the Honors Program Committee.

#### HON 470 Honors Capstone I (1SH)

This course involves the planning and execution of the student's honors capstone project. The student will work with a mentor to create a capstone proposal that will be approved by the Honors Program Committee. This course may be repeated for credit up to a total of no more than three semester hours. HON 470 must be completed with a minimum grade of C. If the student does not achieve the minimum grade of C, the student must retake the course at Coker University.

#### HON 480 Honors Capstone II (1SH)

This course involves the writing and public presentation of the student's honors capstone project. Honors students will present their projects to the campus community in a suitable venue (such as the Celebration of Academics Week held each spring semester) approved by the Honors Program Committee. HON 480 may be repeated once for credit if students do not complete their projects in one semester. HON 480 must be completed with a minimum grade of C. If the student does not achieve the minimum grade of C, the student must retake the course at Coker University.

## Humanities

The Humanities major provides students with a multidisciplinary education built upon a liberal arts foundation. Particular fields of study include Art, Communication, English, Dance, History, Theatre, Music, and Political Science.

The Humanities major empowers students by providing them with the essential tools to succeed in many professions in a global environment. Students cultivate skills and acquire knowledge to prepare them for the private sector as well as public service. Graduates leave with the confidence that they have a sturdy liberal arts base upon which to build their chosen careers.

Students in the humanities major take courses across diverse disciplines. In doing so, they examine how humans react to their conditions through visual, auditory, material, print, and electronic media, and they construct their own expressions through these media to reflect their life experiences or to respond to issues affecting their perceptions of the world.

### Humanities Major Requirements

The Humanities major requires successful completion of 36 semester hours. Students must complete an Introduction to the Humanities course, a method/criticism course, 5 100- or 200-level classes, 5 300- or 400-level classes, and a 400-level capstone course.

Students must complete courses in at least 3 of the disciplines listed below. They are encouraged to consult regularly with an advisor to determine a plan for their coursework and to ensure that their 100- and 200-level courses are preparing them for success in their upper-level course selections.

Students must earn a C or higher for a course to count toward the Humanities major.

Humanities Major Requirements	SH
HUM 200 Introduction to Humanities	3
Methods/Criticism Course (200-level) Choose at least one from the following: ART 180 COM 330 DNC 240 ENG 265 MUS 120 MUS 230 THE 235 THE 289	3
ART, COM, ENG, DNC, HIST, HUM, THE, MUS, and POL Courses (100/200-levels)*	15
ART, COM, ENG, DNC, HIST, THE, MUS, and POL Courses (300-level)*	15
HUM 450 Humanities Capstone	3
Total	39

\* Courses available for use in the Humanities Major include:

ART: ART 180, ART105, ART 280, ART 281, ART 384, ART 387, ART 388, ART 389

COM: Any COM course except for COM 101  
 DNC: DNC 210, DNC 235, DNC 240, DNC 245, DNC 340  
 ENG: Any ENG course except for ENG 110, ENG 111, ENG 112  
 HIST: Any course in HIST  
 MUS: MUS 120, MUS 121(prerequisite MUS 120), MUS 131, MUS 200, MUS 230, MUS 235, MUS 269, MUS 331, MUS 332, MUS 350  
 POL: Any course in POL  
 THE: THE 160, THE 201, THE 235, THE 289 (cross referenced as COM 289), THE 343

### Information Technology Major

Information Technology majors develop a solid foundation and acquire academic and social capabilities necessary for successful careers. The core courses will prepare students for their career in information technology and the business aspects of the industry.

Students are required to complete 62 semester hours of business and information technology courses, including 3 semester hours of internship or experiential learning coursework. A minimum of 18 semester hours in the major must be taken at Coker University. Of the major required classes below 27 semester hours are taken online through the Rize platform. A student must obtain an average grade point average of at least 2.0 over all courses taken in the major.

At least three semester hours of internship or experiential learning coursework in a business environment is required in the Information Technology major. Approval of the Dean of the School of Business is required prior to registration for these courses.

Information Technology Major Requirements		SH
BUS 101	Business Dynamics and Careers	3
BUS 150	Introduction to Entrepreneurship	3
BUS 160	Business Applications	3
CS 110	Computer Science I	4
CS 111	Computer Science II	4
CTE 101*	Internet History, Security, & Technology	3
BUS 230	Business Communications	3
CS 220	Introduction to Database	3
CTE 201*	Google Cloud Computing Foundations	3
BUS 340	Principles of Management	3
BUS 345	Project Management and Organizational Change	3
BUS 360	Introduction to Business Analytics	3
CS 330	Web Programming	3
ITS 340*	Introduction to Information Technology Systems	3
ITS 341*	Networking Technologies and Telecommunications	3
ITS 342*	PostgreSQL	3
ITS 343*	Operating Systems and Architecture	3
ITS 344*	Information Security and Data Protection	3
ITS 349*	Internship in Information Technology	3
ITS 440*	Information Technology Capstone	3

<b>Total</b>	<b>62</b>
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\*Class offered online through partnership with Rize

Note: Students are advised to complete BUS 240 Business Statistics and Analytics to satisfy the Quantitative Literacy requirement.

### **Interdisciplinary Studies**

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

The Interdisciplinary Studies major allows a student to combine courses from two or three fields of study to create an individualized major according to the student's chosen career and interest. The program is suitable for highly motivated students who, aware of their career plans and interests, wish to take more control over the direction of their studies than the structure of a single major might allow; it is also appropriate for students who have accumulated credits in several related disciplines and wish to combine these into a single capstone project before graduation to demonstrate their interdisciplinary expertise to employers and/or graduate schools. Students wishing to declare Interdisciplinary Studies as a major can do so at any time during their studies at Coker up until the end of the second semester of their junior year, although declaring the major after a student has earned 75 credit hours may require coursework beyond the eighth semester.

Students interested in pursuing Interdisciplinary Studies will need to secure the support of faculty members from the relevant departments who can assist with advising. IS 200 introduces concepts and theories of interdisciplinary work, prompts the student to clearly articulate study and career interests following career research (including field hours), and guides a substantial interdisciplinary research project. Students then have the option to also earn credits in research/project work or internships through IS301 or IS302. IS400, the capstone course for the program, completed in the final year of the student's studies is supported by an advisory committee.

All other courses (for a total of 36 credit hours) are taken in the disciplines the student wishes to combine. Fifteen to eighteen credit hours must be at the 300 level or above; the remaining twelve to fifteen credit hours can be at the 200 level (or 100 level if such courses are designated to count toward the major in which they are usually taught). Depending on the student's chosen path toward a career or further graduate studies, the student will be encouraged to take specific courses in each of the disciplines involved. The student must earn a C or higher in all courses counted toward completion of the program. The program requires a minimum of 30 hours in residence at Coker, including 12 hours completed at Coker to fulfill requirements in the major.

<b>Interdisciplinary Studies Program Requirements</b>		<b>SH</b>
IS 200	Introduction to Interdisciplinary Studies	3
Courses at the 100 or 200 level distributed across two or three disciplines relevant to the student's field of study		12-15

Courses at the 300 or 400 level distributed across two or three disciplines relevant to the student's field of study	15-18
IS 400 Capstone for Interdisciplinary Studies (completed during senior year)	3
<b>Total</b>	<b>36</b>

### International Studies Minor

In an increasingly globalized, interconnected, and interdependent world, students must be informed about cultures, societies, peoples, and ways of life beyond their own. The International Studies Minor empowers students to explore the world as global citizens by equipping them with foundational tools and knowledge suitable to a variety of fields. Students choosing the minor expand their knowledge of a second language beyond the introductory level or by taking a second non-native language. Coursework completed abroad (either through Coker University or another program) offers students the benefits of experiential learning through engagement with another culture.

#### International Studies Minor Requirements

A minor in international studies requires 18 semester hours. A student majoring in any field may find the minor in international studies to be a complement to their studies and useful to placing those studies in a global context. The minor requires at least 3 semester hours of non-native language at the 200 level or above or by taking a second non-native language. An additional nine semester hours from the approved International Studies electives listed below are required. At least 6 credit hours of coursework must be at the 300 level or above. Students in the International Studies Minor are required to participate in a Study Abroad Experience and are encouraged to select an experience that includes additional language study.\*

International Studies Minor Requirements		SH
Non-Native Language (101 and 102)		6
Continued Non-Native Language (at the 200 level or above) OR		3
Second Non-Native Language (at the 100 level or above)		
<i>Nine hours from:</i>		9
ART 281	Art History Survey II	
CHI 135	The Culture of China	
DNC 245	Global Dance Practices	
ENG 207	World Literature I	
ENG 209	World Literature II	
ENG 228	A Sense of Place	
ENG 316	Major British Author	
ENG 317	Major Global Author	
GPY 201	World Regional Geography	
HIST 210	Western Civilization I	
HIST 211	Western Civilization II	
HIST 241	Modern East Asian History	

HIST 260	Latin America	
HIST 361	Modern Revolutions	
HIST 390	The Contemporary World	
INS 410	International Studies	
MUS 235	Introduction to World Music	
POL 225	International Politics	
POL 312	Globalization	
POL 360	Latin America	
REL 205	World Religion	
THE 201	World Dramatic Literature	
Special Topics Courses can be counted towards the International Studies minor with the approval of the program coordinator and the Dean of the College of Humanities and Sciences.		
<b>Total</b>		<b>18</b>

\* Students should begin working with the Director of Educational Travel as soon as possible in order to take advantage of opportunities to apply for competitive scholarships and to effectively plan their coursework and international experience.

### Mathematics

#### Mathematics Minor Requirements

For the minor in mathematics, a student must take a minimum of 18 semester hours in mathematics, including MAT 315 and an additional three semester hours in courses at the 300 or 400 level. Students majoring in biology may count MAT 231, 223 and 315 toward a minor in mathematics.

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

#### Mathematics Placement Criteria

Students may be allowed to exempt MAT 103 or MAT 230 without credit. Students who received course equivalent transfer credit may begin at the next higher mathematics course (if needed).

### Medical Laboratory Science

A Bachelor of Science degree in medical laboratory science may be attained at Coker University. Students planning to complete this program will need to complete a clinical internship at an accredited program. Students will work closely with their advisors to ensure that they are on track to apply for and complete their internship.

Coker University has a cooperative program with McLeod Regional Medical Center. Students may obtain the degree in a four-year course of study. The first three years are spent at Coker University; the fourth year is in the clinical portion of the program and is conducted at McLeod Regional Medical Center in Florence, South Carolina.



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

- earn a minimum score of 480 on both the verbal and math portions of the SAT; a minimum score of 19 on the ACT; or a competitive score (>140 on Verbal and Quantitative Reasoning) on the GRE
- maintain an overall grade point average of 2.5 with a science grade point average of 2.6;
- successfully complete all program and university General Education Program requirements
- complete the requirements as outlined in the table below

If accepted into the 3+1 program with McLeod Regional Medical Center, during their fourth year of study, the student completes a fifty-two week program integrating classroom lectures and practical experience. The courses completed during that time may include: clinical hematology, hemostasis, instrumentation and methods, clinical chemistry, clinical microbiology, mycology, parasitology and virology, clinical microscopy, immunohematology, clinical immunology, and medical laboratory systems. Upon completion, the student is awarded a Bachelor of Science in Medical Laboratory Science (B.S.).

If not accepted into the 3+1 option, in the fourth year of study, students would change to the Biomedical Science concentration in General Sciences to complete the Bachelor of Science Degree in General Science (B.S.).

Medical Laboratory Science	SH
CHE 101/L, CHE 102/L, BIO 111, BIO 110/L	15
BIO 211, BIO 250, BIO 251	12
CHE 351/L, BIO 311, BIO 330	11
MAT 203	3
HSC 100, HSC 361, HSC 345	8
ENG 215F	3
<b>Total</b>	<b>52</b>

### Music

A liberal arts degree in music requires the utmost dedication and perseverance, but the rewards are many. Students combine practical and theoretical studies that develop musical skills but also life skills such as independence, self-confidence, self-motivation, interpersonal and communication skills, research and writing skills, critical and creative thinking, the ability to work in a team, and leadership potential. Possible career options include: elementary and secondary school music education, church musician, ensemble director, performer, accompanist, college or university professor, concert management, private studio teacher, and arts administrator. Some of these careers will require further study beyond the undergraduate level. Students are encouraged to consider graduate school and professional diploma programs. Whether or not students find careers directly related to music, employers value the music graduate's versatility and adaptability. The degrees offered Bachelor of Arts in music with concentrations in piano, voice, or general music and Bachelor of Music Education. Students completing the Bachelor of Music Education degree will be recommended to the State of South Carolina for certification to teach K-12 general music.

A major in music with a concentration in applied piano requires the satisfactory completion of a minimum of 50 semester hours. A major in music with a concentration in applied voice requires the satisfactory completion of a minimum of 54 semester hours. A major in music with a concentration in general music requires the satisfactory completion of a minimum of 48 semester hours. All courses counting toward a major in music must be completed with a minimum grade of C. A major in music education requires the satisfactory completion of a minimum of 82 semester hours for the choral concentration (55 in Music and 27 in Professional Education), and 85 semester hours for the instrumental concentration (58 in Music and 27 in Professional Education). All music courses counting toward a major in music education must be completed with a minimum grade of C. In addition to regular requirements for all degree programs, students majoring in music will complete a sequence of courses in one area of applied music and basic theoretical and historical studies as listed below. In addition to this core curriculum, electives are available to those wishing to take course work in music pedagogy or other special topics. For purposes of placement and advising, all prospective music majors will be tested on the rudiments of music theory. All prospective music majors must present an acceptable audition prior to enrollment in or at the successful completion of one semester of Applied Music. Coker University is an accredited institutional member of the National Association of Schools of Music.

### **Audition Requirements**

*BACHELOR OF ARTS IN MUSIC WITH A CONCENTRATION IN VOICE OR GENERAL MUSIC; OR BACHELOR OF MUSIC EDUCATION WITH A CONCENTRATION IN CHORAL MUSIC:*

- Two songs that are:
  - In contrasting styles
  - Sung from memory
  - Demonstrative of your range and ability
  - From periods or styles that affirm your previous musical and cultural experiences (may include but are not limited to: classical, gospel, musical theatre, etc.)
  - Performed with or without accompaniment (recorded accompaniments are allowed for pre-recorded auditions only)

*If you need an accompanist, please let us know immediately and provide us with the titles (and/or copies) of your selections two weeks before the audition date.*

*BACHELOR OF ARTS IN MUSIC WITH A CONCENTRATION IN PIANO OR GENERAL MUSIC (Woodwind, Brass, Percussion, Piano); OR BACHELOR OF MUSIC EDUCATION WITH A CONCENTRATION IN INSTRUMENTAL MUSIC (Woodwind, Brass, Percussion, Piano):*

- Two or three works from contrasting style periods from the standard repertoire for your instrument
- Pieces may include complete works or individual movements from larger works
- Pieces may include accompaniment, but should be performed without accompaniment for the audition
- Piano/organ auditionees are encouraged to perform one of the pieces from memory
- Selected major, minor, and chromatic scales

### Bachelor of Arts in Music (Piano, Voice)

Students majoring in music will select a principal performing area of either piano or voice. Students must complete the course requirements in their chosen concentration as well as the General Education Program requirements, as outlined in the Academic Programs section of this Academic Catalog. Free electives are the choice of the student. At the conclusion of their program of study, students concentrating in piano or voice will present a public full senior recital.

<b>Music Major with a Piano Concentration Requirements</b>		<b>SH</b>
<b>PRINCIPAL INSTRUMENT - PIANO</b>		
MUS 111P - 412P	Applied Piano	16
MUS 480	Full Recital	1
<b>SECONDARY INSTRUMENT - VOICE</b>		
MUS 105 or MUS 101V/102V	Class Voice or Applied Voice	2
<b>MUSIC EVENTS</b>		
MUS 100	Music Events (6 semesters)	0
<b>MUSIC THEORY</b>		
MUS 121	Music Theory I	3
MUS 122	Music Theory II	3
MUS 221	Music Theory III	3
MUS 131	Aural Skills I	1
MUS 132	Aural Skills II	1
MUS 231	Aural Skills III	1
MUS 321	Form and Analysis	3
<b>MUSIC HISTORY, PEDAGOGY AND LITERATURE</b>		
MUS 331	Survey of Music History I	3
MUS 332	Survey of Music History II	3
MUS 364 or MUS 365	Piano Pedagogy or Piano Literature	2-3
<b>PERFORMANCE ENSEMBLES</b>		
MUS 152	Coker Singers	4
MUS 151 or MUS 152	Collaborative Piano or Coker Singers	4
<b>Total</b>		<b>50-51</b>

<b>Music Major with a Voice Concentration Requirements</b>		<b>SH</b>
<b>PRINCIPAL INSTRUMENT - VOICE</b>		
MUS 111V - 412V	Applied Voice	16
MUS 480	Full Recital	1
<b>SECONDARY INSTRUMENT - PIANO</b>		
MUS 104 or MUS 101P/102P	Class Piano or Applied Piano	2
<b>MUSIC EVENTS</b>		
MUS 100	Music Events (6 semesters)	0

MUSIC THEORY		
MUS 121	Music Theory I	3
MUS 122	Music Theory II	3
MUS 221	Music Theory III	3
MUS 131	Aural Skills I	1
MUS 132	Aural Skills II	1
MUS 231	Aural Skills III	1
MUS 321	Form and Analysis	3
MUSIC HISTORY, DICTION, PEDAGOGY AND LITERATURE		
MUS 260	Amplified Vocal Styles	1
MUS 268	Diction for Singers	3
MUS 331	Survey of Music History I	3
MUS 332	Survey of Music History II	3
MUS 366	Voice Pedagogy	2
PERFORMANCE ENSEMBLES		
MUS 152	Coker Singers	8
<b>Total</b>		<b>54</b>

### Bachelor of Arts in Music (General Music)

Students majoring in General Music will select a principal performing area in piano, voice, woodwind, brass, or percussion. Students must complete the course requirements of their chosen principal instrument as well as a Capstone (MUS 481). Students must also complete the Coker General Education requirements as outlined in the Academic Programs section of this Academic Catalog. Free electives are the choice of the student.

General Music Studies Requirements		SH
PRINCIPAL INSTRUMENT		
MUS 104 MUS 101P/102P 301P/302P or MUS 105 MUS 101V/102V 301V/302V or MUS 101X/102X/301X/302X	Piano: Class Piano II, Applied Piano or Voice: Class Voice, Applied Voice or Instrument: Applied Instrument (brass/woodwind)	8
SECONDARY INSTRUMENT		

MUS 103 MUS 104 MUS 101P/102P or MUS 105 MUS 101V/102V	Piano: Class Piano I, II, Applied Piano or Class Voice, Applied Voice*  *Students with piano as their principal instrument music take voice for their secondary instrument.	4
MUSIC EVENTS		
MUS 100	Music Events (4 semesters)	0
MUSIC THEORY		
MUS 120 MUS 121 MUS 122 MUS 221 MUS 131 MUS 132 MUS 231	Foundations of Musical Skill Music Theory I Music Theory II Music Theory III Aural Skills I Aural Skills II Aural Skills III	15
MUSIC HISTORY AND LITERATURE – 6 HOURS FROM:		
MUS 230 or MUS 235  MUS 331 MUS 332 MUS 350	Introduction to Western Classical Music or Introduction to World Music Survey of Music History I Survey of Music History II Broadway and Hollywood Musicals in the Twentieth Century	6
MUSIC PEDAGOGY AND LITERATURE – 6 HOURS FROM:		
MUS 200 MUS 260 MUS 268 MUS 269 MUS 321 MUS 364 MUS 365 MUS 366 MUS 371 MUS 372	Intro to Music Technology Amplified Vocal Styles Diction for Singers Art Song Literature Form & Analysis Piano Pedagogy Piano Literature Vocal Pedagogy Conducting Advanced Conducting	6
PERFORMANCE ENSEMBLES - 8 HOURS FROM:		

MUS 151 MUS 152 MUS 153 MUS 154 MUS 156 MUS 158 MUS 159 MUS 160 MUS 355 MUS 367	Collaborative Piano Coker Singers Opera Workshop Musical Theatre Ensemble Men's Vocal Ensemble Concert Band Coker Cantilena Coker Brass Ensemble Coker Chamber Singers Practicum in Musical Theatre	8
CAPSTONE:		
MUS 481	Capstone	1
<b>TOTAL</b>		<b>48</b>

### Bachelor of Music Education

Students must complete the course requirements in their chosen concentration as well as the General Education Program requirements. South Carolina teacher certification requires music education majors to complete studies in conducting, instrumental techniques, teaching methods and materials, and a secondary applied instrument. At the conclusion of their program of study, students will present a public half or full senior recital. **Please refer to the Teacher Education Guide for a complete listing of all degree requirements.**

Music Education Major Requirements		SH
<b>CHORAL CERTIFICATION</b>		
PRINCIPAL INSTRUMENT		
MUS 111V, 112V, 211V, 212V & 311V	Applied Voice	10
MUS 380	Half Recital	0
KEYBOARD SKILLS		
MUS 103/104 & MUS 101P/102P	Class Piano and Applied Piano	8
MUSIC EVENTS		
MUS 100	Music Events (6 semesters)	0
MUSIC THEORY		
MUS 121	Music Theory I *(MUS 120 Foundations of Music Skill (3), is a prerequisite for MUS 121, but can be exempted with placement test.)	3
MUS 122	Music Theory II	3
MUS 221	Music Theory III	3
MUS 131	Aural Skills I	1
MUS 132	Aural Skills II	1
MUS 231	Aural Skills III	1
MUS 235	Intro to World Music	3
MUS 321	Form and Analysis	3

MUS 200	Introduction to Music Technology	2
<b>MUSIC HISTORY, PEDAGOGY, AND LITERATURE</b>		
MUS 331	Survey of Music History I	3
MUS 332	Survey of Music History II	3
MUS 371	Conducting	2
MUS 372	Advanced Conducting	2
MUS 362	Elementary Methods	2
MUS 363	Secondary Methods	3
MUS 180	Instrumental Methods for Choral Students	1
<b>PERFORMANCE ENSEMBLES</b>		
<i>Zero to seven semester hours from:</i>		<b>0-7</b>
MUS 152	Coker Singers	
MUS 159	Coker Cantilena	
<b>PROFESSIONAL EDUCATION COURSES</b>		
EDU 200 or EDU 201	Human Development: Conception to Puberty or Human Development: Puberty to Death	3
EDU 312	Content Area Literacy for PK - 12 Teachers	3
EDU 385	Psychology Applied to Teaching and Learning in the Classroom	3
EDU 405	Classroom Pragmatics: Assessment and Management	3
EDU 415	Student Teaching Seminar	3
EDU 470	Comprehensive Internship: PK - 12	12
<b>Total</b>		<b>82-89</b>

<b>Music Education Major Requirements</b>		<b>SH</b>
<b>INSTRUMENTAL CERTIFICATION</b>		
<b>PRINCIPAL INSTRUMENT</b>		
MUS 111I-411I	Applied Instrument	14
MUS 380	Half Recital	0
<b>KEYBOARD SKILLS</b>		
MUS 103, 104 or MUS 101P/102P	Class Piano or Applied Piano	4
<b>MUSIC EVENTS</b>		
MUS 100	Music Events (6 semesters)	0
<b>MUSIC THEORY</b>		
MUS 121	Music Theory I *(MUS 120 Foundations of Music Skill (3), is a prerequisite for MUS 121, but can be exempted with placement test.)	3
MUS 122	Music Theory II	3
MUS 221	Music Theory III	3
MUS 131	Aural Skills I	1
MUS 132	Aural Skills II	1

MUS 231	Aural Skills III	1
MUS 235	Intro to World Music	3
MUS 321	Form and Analysis	3
MUS 200	Introduction to Music Technology	2
<b>MUSIC HISTORY, PEDAGOGY, AND LITERATURE</b>		
MUS 331	Survey of Music History I	3
MUS 332	Survey of Music History II	3
MUS 371	Conducting	2
MUS 372	Advanced Conducting	2
MUS 362	Elementary Methods	3
MUS 363	Secondary Methods	3
MUS 181	Instrumental Techniques (Strings)	1
MUS 182	Instrumental Techniques (Brass and Percussion)	1
MUS 183	Instrumental Techniques (Woodwinds)	1
MUS 184	Choral Methods for Instrumental Students	1
<b>PERFORMANCE ENSEMBLES</b>		
MUS 158	Coker Concert Band	0-7
<b>PROFESSIONAL EDUCATION COURSES</b>		
EDU 200 or EDU 201	Human Development: Conception to Puberty or Human Development: Puberty to Death	3
EDU 312	Content Area Literacy for PK - 12 Teachers	3
EDU 385	Psychology Applied to Teaching and Learning in the Classroom	3
EDU 405	Classroom Pragmatics: Assessment and Management	3
EDU 415	Student Teaching Seminar	3
EDU 470	Comprehensive Internship: PK - 12	12
<b>Total</b>		<b>85-92</b>

### Music Minor Requirements

A minor in music requires the satisfactory completion of 19 semester hours in music courses. Music minors must meet with an applied music faculty member before registering for applied lessons. All minors must complete a minimum of six semester hours of upper level (300-level or above) courses. All courses counting toward a minor in music must be completed with a minimum grade of C.

<b>Music Minor Requirements</b>		<b>SH</b>
MUS 101P/102P or MUS 101V/102V or MUS 101I/102I	Applied Music (Piano) or Applied Music (Voice) or Applied Music (Instrumental)	4
MUS 100	Music Events (4 semesters)	0
MUS 121	Music Theory I	3
MUS 131	Aural Skills I	1
MUS 230 or	Introduction to Western Classical Music or	3



MUS 235	Introduction to World Music	
PERFORMANCE ENSEMBLES - Two hours from:		2
MUS 151	Collaborative Piano Ensemble	
MUS 152	Coker Singers	
MUS 153	Opera Workshop	
MUS 154	Musical Theatre Ensemble	
MUS 158	Concert Band	
MUS 355	Chamber Singers	
Upper-Level Music Electives (300-level or above)		6
<b>Total</b>		<b>19</b>

### APPLIED MUSIC FEE

All students registering for applied music courses (MUS 101/102, MUS 301/302, MUS 111-412) must pay an applied music fee per credit per semester of enrollment as detailed in the Tuition and Fees section of this catalog (subject to change).

### Nursing

A degree in nursing allows approved graduates to sit for the NCLEX-RN examination. The Bachelor of Science in Nursing (BSN) is a generalist degree and those who pass the licensing examination (NCLEX-RN) are able to work in many areas of a hospital including medical-surgical, critical care, operating room, pediatrics, telehealth, and oncology. Nurses are not limited to hospitals and can also work in areas such as home health, long term care, case management, and community health. Increasingly, additional employment opportunities can be found in non-traditional areas such as insurance companies, flight nurse, yacht nurse, and parish nurse.

A BSN is also a stepping stone to other careers including nurse executive, nurse educator, nurse practitioner, nurse midwife, nurse anesthetist, clinical nurse leader, clinical nurse specialist, and nurse scientist. These options require additional study at the graduate level. Nursing faculty work with students to help them choose professional goals that are most appropriate for their interests and talents.

### BSN Program Outcomes

BSN program outcomes are tied to the American Association of Colleges of Nursing's The Essentials: Core Competencies for Professional Nursing Education which delineate expectations for professional nurses. Level 1 outcomes are the beginning skills (knowledge and comprehension) required in the first half of the program. Level 2 outcomes (analysis) are the expectations of the student who is ready to graduate and thus, are also the program outcomes:

- Synthesize knowledge from the humanities and sciences into professional nursing practice, scholarship, and service to others (Nursing Practice).
- Employ the nursing process using clinical reasoning to deliver compassionate, safe, and culturally relevant patient/family-centered care; demonstrate respect for the inherent worth and uniqueness of individuals in the provision of evidence-based, developmentally appropriate nursing care (Patient-Centered Care).
- Incorporate principles of population health, health promotion, and disease prevention in partnership with diverse communities to promote health equity (Population Health).
- Appraise and disseminate research findings to engage in evidence-based practice that promotes optimal health outcomes (Scholarship and Evidence-Based Practice).

- Participate in quality improvement initiatives and actions that contribute to a culture of safety for patients, providers, and within the work environment (Quality and Safety).
- Practice intentional collaboration across professions, individuals, families, and communities to optimize care (Collaborative Practice).
- Apply systems knowledge to increase the effectiveness and efficiency of nursing practice and decrease the cost of healthcare (Systems-Based Practice).
- Demonstrate ethical use of information and communication technologies to support, document, and optimize safe nursing care (Informatics and Technology).
- Assume accountability to individuals, families, society, and the nursing profession while practicing within expected ethical and legal values (Professionalism).
- Demonstrate personal leadership by advocating for a culture of patient safety and systems thinking; commit to intellectual curiosity, life-long learning, and personal health and resiliency (Leadership and Professional Development).

All students registering for the BSN program will pay a nursing fee per semester of enrollment in nursing courses as detailed in the Tuition and Fees section of this catalog.

Bachelor of Science in Nursing Requirements		Theory SH	Lab SH	Clinical SH
Related Courses				
BIO 250	Anatomy & Physiology I	3	1	
BIO 251	Anatomy & Physiology II	3	1	
BIO 230	Microbiology for Health Professionals	3	1	
MAT 203	Elementary Statistics	3		
PSY 205	Human Development	3		
Nursing Courses				
NUR 204/S	Introduction to Professional Practice	3	1	
NUR 212/S	Medication Safety & Administration	1	1	
NUR 214/S	Health Assessment & Promotion	2	2	
NUR 223	Pathophysiology	4		
NUR 225/C	Medical Surgical Nursing I: Fundamentals	3		2
NUR 233	Principles of Pharmacology	3		
HSC 381	Healthcare Informatics & Technology	3		
NUR 266/C	Medical Surgical Nursing II: Adult Health Alterations	4		2
NUR 265/C	Behavioral and Mental Health	3		2
NUR 372	Principles of Leadership in Healthcare	3		
HSC 380	Exploring Health Equity and Healthcare Systems	3		
NUR 315/C	The Pediatric Population	3		2
NUR 343	Research and Evidence-Based Practice	3		
NUR 345/C	Maternal and Newborn Care	3		2
NUR 423	Global & Community Health	3		
NUR 455/C	Care of Individuals with Complex Health Alterations	3		2
NUR 457C	Senior Practicum			3
NUR 458	Role Transition	3		

<b>Total</b>	<b>65</b>	<b>7</b>	<b>15</b>
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### Health Professional to BSN program (HP-BSN)

This program is designed for licensed practical nurses, paramedics, and military service members or veterans with certification as HM-0000, 4NX1, 4N031, 40X1C, 68W, or Army LVN who can leverage a license (and its scope of practice) towards completing an accelerated BSN. Students must be motivated to complete an accelerated hybrid program that is designed to be completed while working as a healthcare professional.

All students must meet the university's graduation requirement of 120 total semester hours, which includes accepted transfer credit. A maximum of 90 semester hours will be accepted in transfer credit toward fulfillment of requirements for the baccalaureate degree. Individuals with an active and unencumbered license as an LPN or paramedic or have completed military training as HM-0000, 4NX1, 4N031, 40X1C, 68W, or Army LVN will receive 35 credits towards their undergraduate degree (15 of these are at the upper level). If anatomy, physiology, or microbiology courses or content were completed more than 10 years prior to enrollment, a refresher course may be required.

Upon entry to the program, students will complete multiple assessments within the nursing program to identify any potential areas of weakness including anatomy and physiology, math, and critical thinking.

### Academic Progression

- Students must earn a grade of at least C in all required courses. Any grade lower than C will be considered a failure and the course may be repeated one time
- Skill Intensives and practicums may not be repeated; see syllabi for additional information
- Students who repeat a nursing course must participate in the remediation process

### Prerequisites:

Course	SH	Coker equivalency to meet requirement
*Anatomy & Physiology I	4	BIO 250
*Anatomy & Physiology II	4	BIO 251
*Microbiology for Health Professionals	4	BIO 230
English Composition I	3	ENG 111
English Composition II	3	ENG 112
**Communication	3	COM 101
Human Growth & Development	3	PSY 205
Statistics	3	MAT 203
**Humanities course	3	
ART course	3	

Total	33	
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\*Completion of HM-0, 4NX1, 4OX1C, 4N03, 68W, or LVN meets the requirement.

\*\*Completion of HM-0, 4NX1, 4OX1C, 4N03, 68W, or LVN and Basic Training meets requirement

The HP-BSN program consists of the following nursing courses. Additional general education courses may be required pending transcript review.

HP-BSN Requirements		SH
NUR 205	Fundamental Medical Surgical Skills for Health Professionals	4
NUR 205S	Orientation to Skills Intensives	1
NUR 224	Professionalism, Roles, and Responsibilities	4
NUR 232	Integrated Pathophysiology & Pharmacology	4
NUR 267	Nursing Practice in the Behavioral Health Setting	4
NUR 268	Medical Surgical Nursing Practice	4
NUR 268S	Skills Intensive I	1
HSC 380	Exploring Health Equity & Healthcare Systems	3
HSC 381	Healthcare Informatics & Technology	3
NUR 316	Pediatric Nursing Practice	4
NUR 316S	Skills Intensive II	1
NUR 343	Research and Evidence-Based Practice	3
NUR 346	Maternal and Newborn Nursing Practice	4
NUR 346S	Skills Intensive III	1
NUR 372	Principles of Leadership in Healthcare	3
NUR 423	Global and Community Health	3
NUR 456	Nursing Practice in Critical Care Settings	4
NUR 456C	Practicum I	2
NUR 458	Transition to Practice	3
NUR 458C	Practicum II	2
<b>Total</b>		<b>58</b>

One credit of skills intensive consists of 45 hours; practicum hours consist of a total of 240 hours that includes simulation and clinical experiences.

### **RN to BSN Program**

The RN-BSN Completion Program is designed for working nurses who wish to advance their education. While nurses at the associate and diploma levels have the necessary skills expected of a registered nurse, baccalaureate-prepared nurses complete additional studies in nursing research, public and community health, nursing management, and the humanities. This course work enhances the student's professional development, prepares the nurse for a broader scope of practice, and provides the nurse with a better understanding of the cultural, political, economic, and social issues that affect patients and influence healthcare delivery. A BSN may be required for career advancement and graduate level studies. In this program, students complete a total of 9 courses (30 semester hours) over four semesters (based on transcript review, additional general education courses may be required).

### **Academic Progression**

Students must earn a grade of at least C in all required science and nursing courses. Any grade lower than C will be considered a failure and the course will be repeated.

<b>RN to BSN REQUIRED TRANSFER COURSES</b>		<b>SH</b>
BIO 250	Anatomy & Physiology I	4
BIO 251	Anatomy & Physiology II	4
BIO 230	Microbiology	4
PSY 205	Human Growth & Development	3
ENG 112	English Composition and Rhetoric II	3
COM 101	Speech Communication Skills	3
MAT 203	Elementary Statistics	3
	One course in each of Arts and Humanities	6
<b>Total</b>		<b>30</b>

<b>RN to BSN Requirements</b>		<b>SH</b>
HSC 380	Exploring Health Equity and Healthcare Systems	3
HSC 381	Healthcare Informatics	3
HSC 384	Contemporary Issues in Healthcare	3
NUR 372	Principles of Leadership in Healthcare	3
NUR 343	Research and Evidence-Based Practice	3
NUR 423	Global & Community Health	3
NUR 475	Clinical Concepts	6
NUR 482	Professional Portfolio & Standards of Practice	6
<b>Total</b>		<b>30</b>

### **Physical Education and Sport Studies**

The Physical Education and Sport Studies Department consists of the physical education activity program and major program. The physical activity program (101-115 level courses) offers students an opportunity to develop proficiency in a variety of sports and fitness activities.

Coker University awards the Bachelor of Science degree with a major in Physical Education and Sport Studies. Students pursuing this degree must complete at least one concentration within the major from the following areas: Exercise Science or Physical Fitness Programming. Each degree program requires completion of the University's General Education Program requirements, the Physical Education and Sport Studies major core requirements, and the specific requirements for each chosen concentration.

In their last semester, Physical Education and Sport Studies majors must take a comprehensive written and oral examination. The results of this exam will be used by the Physical Education and Sport Studies Department to assess and improve the quality of its program, its concentrations, its student majors, and to provide departmental recommendations for student employment and graduate school.

Completion of all courses required for the Physical Education and Sport Studies major must be at a grade of C or better. After receiving a course grade below C, the student must reattempt that course as soon as possible. The student will be permitted to repeat one required course to achieve a grade of C or better. The second time a student earns a grade below C in any course required for the physical education major, the student will be required to choose a different major.

### Physical Education Core

The physical education core is required of all physical education and sport studies majors and consists of the following courses: PE 120, 200, 205, 215, 260, 320, 400, 411, 415, 426, 450, BIO 250, and three credits of PE activity course(s).

Physical Education and Sport Studies Requirements		SH
PHYSICAL EDUCATION CORE		
<i>Three semesters hours from:</i>		
PE 103-115	Physical Activity Program (1 semester hour each)	3
PE 230	Outdoor Education	
PE 250	Lifetime & Team Activities	
PE 322	Adventure Education Activities	
PE 120	Lifetime Fitness	3
PE 200	Introduction to Technology in Physical Education	3
PE 205	Introduction to Physical Education and Sport Studies	3
PE 215	Personal and Community Health	3
PE 260	Motor Learning and Development	3
BIO 110/BIO 110L	Core Principles of Cell and Molecular Biology and Lab	4
BIO 250	Anatomy & Physiology I	4
PE 320	Kinesiology	3
PE 400	Ethics in Physical Education and Sport Studies	3
PE 411	Organization & Administration of Physical Education & Sport Studies	3

PE 415	Physiology of Exercise	3
PE 426	Nutrition in Sport and Fitness	3
PE 450	Physical Education and Sport Studies Internship	3
Total credits for Physical Education Core		44
ONE REQUIRED CONCENTRATION		21-25
<b>Total</b>		<b>65-69</b>

### Exercise Science Concentration

A major in Physical Education and Sport Studies with a concentration in Exercise Science is designed to prepare an individual for advanced study (graduate school) in the general area of Exercise Science.

Exercise Science Concentration Requirements		SH
PE 301	Physical Activity and Fitness Appraisal	3
PE 410	Measurement and Evaluation in Physical Education & Sport Studies	3
MAT 230	Precalculus	4
BIO 111/BIO111L	Core Principles of Organismal Biology and Lab	4
CHE 101/101L	General Chemistry I and General Chemistry I Laboratory	4
CHE 102/102L	General Chemistry II and General Chemistry II Laboratory	4
PHY 201/201L or PHY 203/203L	General Physics I with General Physics I Laboratory or Calculus Physics I with Calculus Physics I Laboratory (prerequisite: MAT 231)	4
<b>Total</b>		<b>26</b>

### Physical Fitness Programming Concentration

A major in Physical Education and Sport Studies with a concentration in Physical Fitness Programming will provide the student with the background necessary to work in a variety of professional settings that include, but are not limited to the community, corporate or private wellness areas.

Physical Fitness Programming Concentration Requirements		SH
PE 220	Sport in Society	3
PE 226	First Aid	3
PE 301	Physical Activity and Fitness Appraisal	3
PE 330	Introduction to Personal Training	3
PE 333	Adapted Physical Education and Sport	3
PE 405	Physical Activity and Positive Health	3
PE 410	Measurement & Evaluation in Physical Education and Sport Studies	3
<b>Total</b>		<b>21</b>

### Political Science

A minor in Political Science requires 18 semester hours of courses. POL 101 and nine semester hours of courses at the 300 level or above are required.

### **Pre-Law Specialization**

There is no “preferred major” to prepare you for law school. Most law schools, as well as the American Bar Association, recommend that you choose a major on the basis of interest. That makes sense because you will probably do better studying something you are interested in. Most law schools are even reluctant to prescribe a list of courses you should take.

Although we agree in general with these opinions, we feel that it is possible to provide some structure to the Pre-Law experience. We have two goals in this. The first is to help you to maximize your chances of being accepted into law school. The second is to help you to succeed once you get there.

With these goals in mind, we have developed the program described below. It consists of a composite of classroom and other experiences. Successful completion of this program will result in a Specialization in Pre-Law, a designation that will be included on your transcript. More importantly, it will help put you on the road to a successful law career.

### **Internship**

Each student will be expected to complete an internship with an attorney. The purpose of this internship will be to expose the student to legal practice as it is performed on a daily basis. The internship will be governed by a “learning contract” that will specify the expectations and obligations of each party. The contract will also specify the conditions for the student to successfully complete the requirement. Internships will be coordinated through the Career Center.

### **Mentoring Program**

Whenever possible, students in the Pre-Law Specialization will be paired with a practicing attorney who will serve as a mentor to the student. This experience will augment the more formal learning that occurs in classes and internships and will orient the student to the formal, but important, aspects of the culture of legal practice.

### **Pre-Law Minor Requirements**

Students preparing for law school should strive to develop a broad base of knowledge by taking courses across a variety of disciplines. There is no preferred major for students seeking to study law, but these students should develop their skills in reading, writing, speech communication and critical thinking, while seeking out classes that will offer insight into a variety of areas of human knowledge. This broad preparation will equip students for the intense reading, interaction and application of concepts required to complete a law degree.

Students in the Pre-Law Minor are required to complete a minimum of 18 semester hours of coursework. A minimum of 12 of these hours must be at the 300-level or above. Students must take two courses from Group 1 and two courses from Group 2. POL 280 Constitutional Law and PLS 450 Topics in Legal Studies are required of all students.

<b>Pre-Law Minor Requirements</b>		<b>SH</b>
POL 280	Constitutional Law	3
PLS 450	Topics in Legal Studies	3
<i>Six hours from each group. Nine total hours at the 300-level or above.</i>		12
Group One Courses (select two):		6
BUS 220	Business Law and Ethics	
POL 101	Introduction to Political Science	



POL 201	American Government and Politics	
POL 330	Classical and Modern Political Thought	
POL 332	19th and 20th Century Social & Political Thought	
SOC 205	Gender and Society	
SOC 210	Classical Sociological Theory	
SOC 302	Intergroup Relations	
SOC 304	Social Class and Inequality	
SOC 311	Complex Organizations	
Group Two Courses (select two):		6
COM 150	Introduction to Communication Studies	
COM 290	Intercultural Communication	
COM 347	Rhetoric and Civic Controversy	
COM 363	Media and Politics	
ENG 340	Management and Leadership in Literature	
ENG 363	Seminar in Tutoring and Writing	
HIST 390	The Contemporary World	
HIST 236	American Women in History	
HIST 311	The Contemporary United States	
PHI 205	Survey of Western Philosophy	
<b>Total</b>		<b>18</b>

### Pre-Pharmaceutical Studies

There is no specific major that prepares a student for pharmacy school. Instead, pharmacy schools require the completion of prerequisite courses. This 3 + 1 program provides those prerequisites required of the Medical University of South Carolina (MUSC) and, depending on the student's grade point average and PCAT score, a guaranteed interview at MUSC for their Pharmacy program. If accepted into the pharmacy program at MUSC, the student will spend the fourth year in the program, therefore, completing year one (of four) of their doctorate of pharmacy degree prior to graduation from Coker University.

Students in the Pre-Pharmaceutical Studies program are required to complete the following prerequisites prior to their fourth year at Coker University. These prerequisites are in addition to completion of University General Education requirements for a Bachelor of Arts, although some courses can count toward courses required in the Intellectual Foundation and Covenant Pillar portion as highlighted below.

Pre-Pharmaceutical General Education Requirements		
PSY 101	Introduction to Psychology	3
CHE 101/101L	General Chemistry I and Lab	4
PHY 201/201L or PHY 203/203L	General Physics I and Lab or Calculus Physics and Lab	4

BUS 211	Microeconomics	3
ART	3 hours of ART	3
Humanities	3 hours of Humanities	3
Total Hours		<b>20</b>

Pre-Pharmaceutical Studies Requirements		
BIO 110/110L	Core Principles of Cell and Molecular Biology and Lab	4
BIO 111/111L	Core Principles of Organismal Biology and Lab	4
BIO 197	First-year Biology Seminar	1
BIO 211	Core Principles of Genetics	4
BIO 250	Anatomy & Physiology I	4
BIO 251	Anatomy & Physiology II	4
BIO 330	Microbiology	4
CHE 102/102L	General Chemistry II and Lab	4
CHE 351/CHE 351L	Organic Chemistry I and Lab	4
MAT 231	Calculus I	4
Total Hours		<b>41</b>

### Public Administration

Students who want to effect a significant change in the world might find themselves drawn to the public sector: through non-profit work, or work in local, state, or federal government. A Bachelor's Degree in Public Administration prepares students to work in a variety of operational roles in the public and non-profit sector. Students will learn the fundamentals of federal, state and local government administration.

A major in Public Administration consists of 36 semester hours of courses, including 12 semester hours taken online through the Rize platform.

Public Administration Requirements		SH
POL 201	American Government and Politics	3
PAM 210*	Introduction to Public Administration	3
PAM 240	Introduction to Public Policy	3
BUS 210 or 211	Microeconomics or Macroeconomics	3
SOC 101 or 102	Introduction to Sociology or American Social Problems	3
BUS 201	Financial Accounting	3

PSY 203	Statistics for Behavioral Science	3
SOC 309	Introduction to Research Methods	3
PAM 310*	State and Local Government Administration	3
PAM 320*	Public Budgeting and Finance	3
PAM 450*	Public Administration Capstone	3
PAM 480	Thesis in Public Administration	3
<b>Total</b>		<b>36</b>

\*Class offered online through partnership with Rize

### Public Health

This Public Health program functions primarily as a social sciences degree. In addition to providing students with an understanding of research methods and data analysis, it also provides students with an understanding of the history and present reality of public health systems.

Students will learn about the role of both the citizen and the state in public health, understand the importance and implications of economics in healthcare, and master the key approaches and heuristics of public health.

<b>Public Health Major Requirements</b>		<b>SH</b>
BIO 110/110L	Core Principles of Cell and Molecular Biology and Lab	4
MAT 203	Elementary Statistics	3
SOC 101	Introduction to Sociology	3
SOC 309	Introduction to Research Methods and Behavioral Statistics	3
BUS 210	Macroeconomics	3
PSY 203	Statistics for Behavioral Science	3
PE 215	Personal and Community Health	3
HSC 345	Healthcare Research and Epidemiology	3
HSC 361	Healthcare Law and Ethics	3
HSC 380	Exploring Health Equity and Healthcare Systems	3
PHM 224*	History of Public Health	3
PHM 254*	Health Services	3
PHM 324*	Public Health Studies I: Current Topics and Politics	3
PHM 354*	Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research	3
PHM 424*	Health Economics	3
Sociology Electives		3
<b>Total</b>		<b>49</b>

\*Class offered online through partnership with Rize

<b>Public Health Minor Requirements</b>		<b>SH</b>
BUS 210	Macroeconomics	3
PSY 203	Statistics for Behavioral Science	3
HSC 345	Healthcare Research and Epidemiology	3

PHM 224*	History of Public Health	3
PHM 254*	Health Services	3
PHM 424*	Health Economics	3
<b>Total</b>		<b>18</b>

\*Class offered online through partnership with Rize

### Public Relations

This program is primarily driven by project-based learning, with every class featuring multiple project and simulation activities. While it covers the traditional content of a PR program, it also features special emphasis on strategic communications, as well as ethics and inclusion, as recommended by the people consulted during development of this program. The program culminates in a capstone course that asks students to perform a semester-long communications research project. This project will ask students to perform research and formulate a strategic communications plan for either a private or public sector entity. This capstone will allow students to hone their skills and provide them with a portfolio project to show prospective employers.

### Public Relations Major Requirements

A major in Public Relations consists of 36 semester hours of courses that include the following:

Public Relations Major Requirements		SH
COMMUNICATION CORE		
COM 150	Introduction to Communication Studies	3
COM 330	Communication Theory	3
COM 331	Communication Research Methods	3
COM 390	Communication Internship	3
Electives	Upper-Level Communication Electives (300-level or above)	6
PUBLIC RELATIONS CORE		
COM 290	Intercultural Communication	3
COM 367	Corporate and Community Communication	3
COM 370/ENG 373	Writing for the Media OR Public Relations Writing	3
COM 110*	Strategic Public Relations	3
COM 210*	Public Relations Tactics	3
COM 355*	Crisis Communications	3
COM 450*	Strategic Communications Capstone	3
<b>Total</b>		<b>36</b>

\*Class offered online through partnership with Rize

### Public Relations Minor

Public Relations Minor Requirements		SH
COM 150	Introduction to Communication Studies	3
COM 367	Corporate and Community Communication	3

COM 370/ENG 373	Writing for the Media OR Public Relations Writing	3
COM 110*	Strategic Public Relations	3
COM 210*	Public Relations Tactics	3
COM 355*	Crisis Communications	3
<b>Total</b>		<b>18</b>

\*Class offered online through partnership with Rize

### Psychology

A variety of career opportunities are available to students in psychology. Students with bachelor's degrees are employed in education and teaching, consulting/statistics, professional services, health-related services, business and industry, research and development, and administration/management positions. Students who wish to consider careers as professional psychologists should consider graduate school for further training.

### Psychology Major Requirements

A major in psychology consists of 33 semester hours of courses that include the following:

Psychology Major Requirements		SH
PSYCHOLOGY CORE		
PSY 101	General Psychology	3
PSY 205	Human Development	3
PSY 230	Scope and Methods	3
PSY 309	Introduction to Research Methods and Behavioral Statistics	3
PSY 409	Advanced Psychological Research	3
<i>Three semester hours from:</i>		3
PSY 306	Abnormal Psychology	
PSY 405	Personality	
<i>Three semester hours from:</i>		3
PSY 301	Social Psychology	
PSY 302	Forensic Psychology	
PSY 311	Group Dynamics	
PSY 339	Substance Abuse	
PSY 401	Psychology of Learning and Memory	
PSY 402	Cognitive Psychology	
PSY 408	Values and Ethics in Helping Professions	
Psychology Electives (4 courses)		12
<b>Total</b>		<b>33</b>

### Psychology (Counseling) Major Requirements

A major in psychology with a concentration in counseling consists of meeting the above requirements by including the following specific courses. PSY 490 is optional.

<b>Psychology Major with a Counseling Concentration Requirements</b>		<b>SH</b>
<b>PSYCHOLOGY COUNSELING CORE</b>		
PSY 101	General Psychology	3
PSY 205	Human Development	3
PSY 230	Scope and Methods	3
PSY 309	Introduction to Research Methods and Behavioral Statistics	3
PSY 409	Advanced Psychological Research	3
PSY 303	Appraisal of the Individual	3
PSY 306	Abnormal Psychology	3
PSY 340	Theories of Counseling	3
PSY 341	Techniques of Counseling	3
PSY 405	Personality	3
<i>Three semester hours from:</i>		3
PSY 301	Social Psychology	
PSY 302	Forensic Psychology	
PSY 311	Group Dynamics	
PSY 342	Counseling with Children	
PSY 401	Psychology of Learning and Memory	
PSY 402	Cognitive Psychology	
PSY 408	Values and Ethics in Helping Professions	
<b>Total</b>		<b>33</b>

All students majoring in psychology should consider an internship as an integral part of their professional development.

#### Psychology Minor Requirements

A minor in psychology requires 18 semester hours of courses. PSY 101 and nine semester hours of courses at the 300 level or above are required.

<b>Psychology Minor Requirements</b>		<b>SH</b>
PSY 101	General Psychology	3
Upper-Level Psychology Electives (300-level or above)		9
Psychology Electives (any level)		6
<b>Total</b>		<b>18</b>

Either PSY 101 or PSY 205 may serve as a prerequisite for psychology classes at the 300-400 level.

#### Sociology

##### Sociology Major Requirements

A major in sociology consists of 33 semester hours of courses, including a 15-hour core curriculum. A major in sociology must complete 9 hours of electives at the 200-level or above and also complete 9 hours of 300 or 400 level sociology electives.

<b>Sociology Major Prerequisites</b>		<b>SH</b>
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MAT 203	Elementary Statistics	3
<b>Total</b>		<b>3</b>
<b>Sociology Major Requirements</b>		
		<b>SH</b>
SOC 101	Introduction to Sociology	3
SOC 102	American Social Problems	3
SOC 210	Classical Sociological Theory	3
SOC 309	Introduction to Research Methods	3
SOC 450	Topical Sociology Seminar	3
Sociology electives (200-level or above)		9
Upper-level Sociology electives (300-level or above) (CRIM 350 Juvenile Delinquency can be counted toward the SOC major.)		9
<b>Total</b>		<b>33</b>

Students who wish to pursue graduate studies are encouraged to develop research, computer, and statistical skills. Students may have opportunities to participate in faculty research.

### Sociology Minor Requirements

A minor in sociology comprises 18 semester hours of courses including SOC 101 and nine semester hours of sociology courses at the 300- or 400-level.

<b>Sociology Minor Requirements</b>		<b>SH</b>
SOC 101	Introduction to Sociology	3
Upper-level Sociology electives (300-level or above)		9
Sociology electives (any level) (CRIM 350 Juvenile Delinquency can be counted toward the SOC major.)		6
<b>Total</b>		<b>18</b>

### Theatre

Through the integration of courses, productions, workshops, and other activities, the Theatre Program provides students with an understanding of the theoretical, historical and cultural aspects of theatre. Our program fosters critical, creative, and analytical thinking. The Theatre program challenges students to collaborate. Successful students will be able to apply that which is learned in the classroom to the work done on program and departmental productions. Upon graduation, our majors are prepared for careers in theatre, studies at the graduate level or further training at professional schools. Academic coursework leads to a Bachelor of Arts degree with an emphasis in performance, writing, technical theatre, or musical theatre.

### Theatre Major Requirements for Performance, Technical Theatre, and Writing Concentrations

Fifty-one semester hours are required for the major in theatre. Twelve of the 51 hours must be taken at the 300-level or above. All courses counting toward a major in theatre must be completed with a final grade of C or better. Theatre majors are required to successfully complete the following: THE 150, 156, 160, 201, 235, 301, and 400; one course from THE 210, 318, 343, or 350; and a total of six hours in THE 371, 372, and 373.

<b>Theatre Major Requirements</b>		<b>SH</b>
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THEATRE CORE		
THE 150	Introduction to Theatre Production	3
THE 156	Acting I	3
THE 160	Introduction to Design for the Performing Arts	3
THE 201	World Dramatic Literature	3
THE 235	Script Analysis	3
THE 301	19th to 21st Century American Theatre History	3
<i>Three semester hours from:</i>		3
THE 210	African American Theatre, Film, and Performance	
THE 255	Playwriting I	
THE 318	Shakespeare	
THE 343	Modern Drama	
THE 350	Broadway & Hollywood Musicals	
<i>Six semester hours from:</i>		6
THE 371	Practicum in Stage Management (2sh each)	
THE 372	Practicum in Acting (1sh each)	
THE 373	Practicum in Technical Theatre (1sh each)	
THE 400	Senior Seminar	3
Theatre Electives		6
<b>Total</b>		<b>36</b>

In addition to completing the major requirements all theatre majors must complete one of the following concentrations:

### **Performance Concentration**

Students majoring in theatre with a performance concentration are required to audition for all theatre and musical theatre program productions. Students are not, however, required to accept roles in all productions.

Performance Concentration Requirements		SH
THE 254	Movement I	3
THE 256	Acting II*	3
THE 321	Voice & Diction	3
THE 356 or THE 456	Acting III or Acting IV	3
THE 358	Directing I	3
<b>Total</b>		<b>15</b>

### **Technical Theatre Concentration**

Students majoring in theatre with a technical theatre concentration are required to fill out the technical portion of the audition form for all theatre and musical theatre program productions. Students are not, however, required to accept a position with all productions.



<b>Technical Theatre Concentration Requirements</b>		<b>SH</b>
ART 105	Drawing I: Basic Drawing	3
THE 250	Introduction to Theatre Production II	3
THE 252 or THE 358	Stage Management or Directing I	3
THE 357	Scenic Painting and Art	3
THE 457	Production Design	3
<b>Total</b>		<b>15</b>

### **Writing Concentration**

A concentration in writing requires the following additional courses: THE 210, 245, 255, 355, 455.

<b>Writing Concentration Requirements</b>		<b>SH</b>
THE 210	African American Theatre	3
THE 245	Dramatic Writing	3
THE 255	Playwriting I	3
THE 355	Styles and Adaptations	3
THE 455	Playwriting	3
<b>Total</b>		<b>15</b>

Theatre majors are responsible for successfully completing a capstone project in either the fall or spring semester of their last year of study, in conjunction with THE 400. The project will serve as the culmination of the senior's studies within the major (directing, designing, acting, writing or research), must be approved by an academic advisor and will include an oral presentation that will be presented to a committee comprised of program faculty, department faculty and invited guests.

### **Theatre Major Requirements for Musical Theatre Concentration**

#### **Audition Requirements**

Any student wishing to major in the BA in Theatre with a concentration in Musical Theatre must pass an audition. The student must prepare two contrasting musical theatre songs and a one-minute contemporary monologue. **Note:** By contrasting we mean up-tempo vs. ballad: contemporary vs. golden age musical theatre. Your contemporary monologue can be either dramatic or comedic, but it **MUST** be from a play, not a musical.

Students majoring in theatre with a musical theatre concentration are required to audition so all theatre and musical theatre program productions. Students are not, however, required to accept roles in all productions.

<b>Theatre Major Musical Theatre Concentration Requirements</b>		<b>SH</b>
<b>THEATRE CORE REQUIREMENTS FOR THE MUSICAL THEATRE CONCENTRATION</b>		
THE 150	Introduction to Theatre Production	3
THE 156	Acting I	3
THE 160	Introduction to Design for the Performing Arts	3
THE 201	World Dramatic Literature	3
THE 235	Script Analysis	3
<i>Six hours from:</i>		6

THE 371	Practicum in Stage Management (2sh each)	
THE 372	Practicum in Acting (1sh each)	
THE 373	Practicum in Technical Theatre (1sh each)	
MUS/THE 154	Musical Theatre Ensemble (1sh each)	
MUS/THE 367	Practicum in Musical Theatre (1sh each)	
THE 400	Senior Seminar <i>Performance option: showcase of monologues/dance/songs - for audition portfolio</i> <i>Research option: research project/presentation</i>	3
<b>MUSICAL THEATRE CONCENTRATION REQUIREMENTS</b>		
THE 254 or 256	Movement I or Acting II	3
THE 158	Acting the Song	3
MUS 120	Foundations of Musical Skill	3
THE 321	Voice and Diction	3
THE 350	Broadway and Hollywood Musicals	3
DNC 110	Musical Theatre Dance	1
MUS 131	Aural Skills I	1
MUS 103	Class Piano I	2
MUS 101T	Applied Music for Musical Theatre: Voice	1
MUS 102T	Applied Music for Musical Theatre: Voice	2
MUS 301T	Applied Music for Musical Theatre: Voice	1
MUS 302T	Applied Music for Musical Theatre: Voice	2
<i>Two semester hours from:</i>		2
MUS 152	Coker Singers	
MUS 153	Opera Workshop	
MUS 154	Musical Theatre Ensemble	
MUS 159	Coker Cantilena	
<i>Four courses in two styles:</i>		4-6
DNC 105	Ballet Technique I	
DNC 205	Ballet Technique II	
DNC 106	Jazz Technique	
DNC 206	Jazz Technique II	
DNC 101	Tap Dance Technique I	
DNC 201	Tap Dance Technique II	
DNC 110	Musical Theatre Dance (can be repeated for additional credit)	
<i>Nine Semester Hours From:</i>		9
THE 210	African American Theatre, Film, and Performance	
THE 255	Playwriting I	
THE 289	Film Criticism	
THE 258	Stage Combat	
THE 301	19th - 21st Century American Theatre	

THE 356	Acting III	
THE 358	Directing I	
THE 456	Acting IV	
DNC 105	Ballet Technique I	
DNC 205	Ballet Technique II	
DNC 106	Jazz Technique I	
DNC 206	Jazz Technique II	
DNC 101	Tap Technique I	
DNC 201	Tap Technique II	
MUS 104	Class Piano II	
MUS 132	Aural Skills II	
MUS 231	Aural Skills III	
MUS 267	Diction I (IPA)	
<b>Total</b>		<b>64-66</b>

### Theatre Minor Requirements

A minor in theatre requires the successful completion of 18 semester hours with a final grade of C or better, including THE 100, 150, 156; one course from the following: THE 201, 210, 318, 343, 350, or 440; and three semester hours of THE 371, 372 or 373, or a combination of the three. Six of the 18 hours must be at the 300-level or above.

Theatre Minor Requirements		SH
THE 150	Introduction to Theatre Production	3
THE 156	Acting I	3
THE 201	World Dramatic Literature	3
<i>Three semester hours from:</i>		3
THE 210	African American Theatre	
THE 318	Shakespeare	
THE 343	Modern Drama	
THE 350	Broadway & Hollywood Musicals	
<i>Three semester hours from:</i>		3
THE 371	Practicum in Stage Management (2sh each)	
THE 372	Practicum in Acting (1sh each)	
THE 373	Practicum in Technical Theatre (1sh each)	
Upper-Level Theatre Electives (300-level or above)		0-3
Theatre Electives (any level)		3-6
<b>Total</b>		<b>18</b>

## **GRADUATE DEGREE REQUIREMENTS**

Coker University offers the following graduate degree programs: a Master of Science in Sports Administration (MS.SA), a Master of Education in Curriculum and Instructional Technology (M.Ed.), a Master of Science in Management and Leadership (MS.ML), a Master of Science in Nursing (MSN) in Education or Leadership, an Entry to Practice MSN, and a Doctorate of Nursing Practice.

In addition, Coker University offers a graduate level certificate in Leadership.

Policies and procedures that apply to all students are published in the Coker University Academic Catalog and the Coker University Student Handbook.

### **Time to Complete the Graduate Program**

The graduate degree must be completed within five years after enrolling in the first class. Space may be limited in future cohorts so it is strongly recommended that participants complete all courses within their originally planned sequence.

### **Academic Policies**

#### **Course Load**

The typical load of the program is one class (three semester hours) per term.

#### **Course Numbering**

##### **Graduate-Level Courses (500-700 Level)**

Graduate courses are progressively more advanced in academic content than undergraduate classes.

- 500- and 600-level (Master's) courses prepare students for professional practice or advanced study in their field. These courses require advanced critical thinking, problem-solving, and synthesis of knowledge. They emphasize the application of theoretical concepts and research findings to real-world problems or scenarios. In these courses, students are expected to demonstrate their ability to analyze, synthesize, and apply knowledge in practical settings, such as through case studies, projects, or internships.
- 700-level (Doctoral) courses are designed to provide students with advanced, specialized knowledge and expertise within a specific area of study. In these courses, students are expected to translate research into practice and/or contribute new knowledge to the field. They focus on the development of research skills, critical inquiry, and the ability to design, conduct, and disseminate independent research and translational science studies.

The learning outcomes for courses at the 500, 600, and 700 level are predominately at the analyze, evaluate, and create levels of Bloom's Taxonomy.

#### **Academic Integrity**

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior.

Intellectual honesty and integrity are the cornerstones of Coker University's educational mission. Student academic work is expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the university.

The instructor determines penalties for dealing with breaches of academic integrity in the syllabus for each course.

All instances of academic dishonesty will be reported to the Provost's Office. If two substantive instances of academic dishonesty are reported for the same student, the student will be removed from the graduate program and may not enroll in other graduate programs at Coker University. Students who feel they have been unfairly removed from a graduate program can appeal the decision to the Provost and Dean of Faculty.

### **Grades and Academic Standing**

Graduate student academic records are reviewed at the end of each term and semester as well as at the completion of the program. The grade point average will be computed using evaluations from all courses taken under the ABCDF system using the following values:

A=	B=	C=	D=	F=
4 Points	3 Points	2 Points	0 Points	0 Points

### **Academic Probation and Dismissal**

Academic progression may differ for graduate nursing programs. Please refer to the graduate nursing program section of the catalog for progression information.

Graduate students must maintain a cumulative grade point average of at least 3.00 ("B" average). Six semester hours of coursework in which a grade of "C" is received may count toward the completion of degree requirements.

Upon earning a grade of C, D, or F, a student will be placed on academic probation. If a second D or F grade or a third C grade is earned, the student will be suspended from the program. The Dean of the program will review the files of students reapplying which may be done after one suspension.

If a student is suspended they may reapply to the program for the next academic year.

In order to graduate, students must have a cumulative GPA of 3.000.

### **Graduate Policy for Repeating Courses**

A student receiving a failing grade in a course must retake the course at Coker University. If a course is successfully repeated, the failing grade will be removed from calculation in the grade point average. All grades, whether repeated or not, remain on the Coker transcript with repeated courses duly noted.

### **Transfer Credit**

A maximum of six semester hours may be transferred into a Master's program at Coker University. Of those six hours, only three semester hours may be elective credit. A maximum of three semester hours may be transferred into the Doctoral of Nursing Practice program at Coker University. These courses must come from an accredited graduate school. Course equivalencies are evaluated by the program coordinator and appeals will be evaluated by the Provost's Office. During the program, students wishing to make-up a course at a different college or university and have that credit transferred back to Coker University must get prior approval from the program coordinator. Grades earned in courses completed at other institutions do not count toward the Coker University grade point average. No class with a grade lower than a "B" may be granted transfer credit. Students must submit their official transcript to have the transfer credit evaluated.

### **Registration and Payment**

Coker University's student information portal, CobraStop, provides students with online, real-time information regarding their academic and financial accounts with the University. Students will receive CobraStop log-in information following acceptance to the graduate program. They may then use CobraStop to view course schedules, grades, and financial aid awards. Charges and bills are currently viewable in CobraStop

Students may also use CobraStop for registration and to make payments. Prompt payment of tuition and associated fees is the responsibility of the student and shall be made in accordance with deadlines established by the University; failure to do so will prevent course registration.

### **Adding, Dropping or Withdrawing from Courses**

Students may make changes to their current academic schedule during the specified drop/add period for each term. Students are not permitted to add classes after this date, but may withdraw from courses in progress. Students should consult the official academic calendar for the exact drop/add and withdrawal dates for each term.

### **Audits**

If space allows, a student may take a course as an audit.

## **GRADUATE PROGRAMS**

### **List of available Programs**

Master of Business Administration  
    Leadership  
Master of Education  
    Curriculum and Instructional Technology  
Master of Science  
    Sports Administration  
Master of Science in Nursing  
    Entry Level Master of Science in Nursing  
    Nursing - Leadership  
    Nursing - Education  
    RN - MSN  
Doctor of Nursing Practice  
Graduate Level Certificates:  
    Leadership

## Master's Degree Programs

### Master of Science

**Management and Leadership (\*\*Program not admitting new students beginning Spring 2025. See MBA information.\*\*)**

The MS.ML is a specialized program in management and leadership. The online format offers working professionals in many fields the opportunity to further their knowledge and skills in areas of decision making, strategic planning, building and sustaining effective teams, positive leadership, and developing and retaining human capital. The ten required classes are listed in the table below.

Management and Leadership Requirements		SH
BUS 510	Accounting for Decision Making	3
BUS 520	Financial Management	3
BUS 530	Marketing Strategy	3
BUS 540	Fundamentals of Management	3
BUS 550	Management Communications	3
BUS 560	Creating an Ethical Organization	3
BUS 641	Leadership and Team Management	3
BUS 642	Global Initiatives in Management	3
BUS 643	Negotiations	3
BUS 649	Business Strategy & Decision Making	3
<b>Total</b>		<b>30</b>

### Sports Administration

The MS in Sports Administration is a specialized program in sport management. The program is designed for individuals currently working in sports administration who wish to further their careers or for those who wish to gain entry into the profession through the attainment of a master's degree. The program is delivered completely online so students do not have to disrupt their current careers while furthering their education. The ten required classes are listed in the table below.

Sports Administration Requirements		SH
BUS 520	Financial Management	3
BUS 530	Marketing Strategy	3
BUS 540	Fundamentals of Management	3
BUS 641	Leadership and Team Management	3
SPAD 610	Sports Information and Communication	3
SPAD 620	Coaching and Recruiting	3
SPAD 630	Fundraising in Sports	3
SPAD 640	Legal and Ethical Issues in Sports	3
SPAD 650	Athletic Facilities Management	3

SPAD 660	Analysis of Sports	3
<b>Total</b>		<b>30</b>
SUBSTITUTE COURSE		
SPAD 690	Internship in Sports Administration: Course substitute for SPAD 660	3

## Master of Business Administration (MBA)

(\*\*Effective: Spring 2025\*\*)

The MBA program offers students a strong foundation in the fundamentals of business practices and acumen. The online format offers working professionals in a variety of fields the opportunity to further their knowledge and skills in the area of leadership.

### Master of Business Administration with Leadership Concentration (\*\*Program begins Spring 2025\*\*)

Core MBA Requirements		SH
BUS 510	Financial Accounting	3
BUS 520	Financial Management	3
BUS 530	Marketing Strategy	3
BUS 540	Fundamentals of Management	3
BUS 550	Management Communications	3
BUS 560	Creating an Ethical Organization	3
Leadership Concentration		
BUS 641	Leadership and Team Management	3
BUS 642	Global Initiatives in Management	3
BUS 643	Negotiations	3
BUS 649	Business Strategy and Decision Making	3
<b>Total</b>		<b>30</b>

## Master of Education in Curriculum and Instructional Technology

The Wiggins School of Education offers an M.Ed. program in an online format. The M.Ed. in Curriculum and Instructional Technology is a specialized degree that enables educators and non-educators to concentrate on curriculum and instructional technology in an educational setting. The ten required classes are listed in the table below.

Curriculum and Instructional Technology Requirements		SH
CURRICULUM CORE		
EDCIT 500	Diverse Learners and Equitable Learning Environments	3
EDCIT 510	Advanced Human Growth and Developmental Theories	3
EDCIT 520	Student Centered Curriculum/Instruction	3
EDCIT 530	Advanced Foundations of American Education	3
EDCIT 540	Educational Research & Analysis	3
EDCIT 550	Analysis of Curriculum, Instruction, and Assessment	3
INSTRUCTIONAL TECHNOLOGY CORE		



EDCIT 560	Exploring and Evaluating Digital Tools for K-12	3
EDCIT 570	Introduction to Innovative Digital Instruction	3
EDCIT 580	Applying and Integrating Digital Technology in K-12 I	3
EDCIT 590	Applying and Integrating Digital Technology in K-12 II	3
<b>Total</b>		<b>30</b>

## Alternative Pathways to Educator Certification

The Alternative Pathways to Educator Certification (APEC) Program at Coker University offers an alternative certification program for qualified candidates who already possess a bachelor's degree or higher from a regionally accredited institution or from an institution with teacher-preparation programs approved for certification purposes by the state of South Carolina and who are interested in pursuing teacher certification. The APEC Program at Coker is an alternative certification-only program that delivers certification area-specific content to APEC participants to support their development as effective teachers in their content area prior to their entering the classroom as the teacher of record with alternative certification. The APEC Center will work specifically with school district partners to identify eligible participants who hold at least a bachelor's degree and who are interested in pursuing teacher certification in the following areas:

Art (PK- Grade 12)  
 Biology (Grades 9-12)  
 Dance (PK- Grade 12)  
 Early Childhood (PK- Grade 3)  
 Elementary (Grades 2-6)  
 Mathematics (Grades 9-12)  
 Music - Choral (PK- Grade 12)  
 Music - Instrumental (PK- Grade 12)  
 Physical Education (PK- Grade 12)

The APEC Program at Coker University is offered in a hybrid format which includes synchronous and asynchronous instruction as well as face-to-face, in-person sessions. The nine required classes are listed in the table below. The Wiggins School of Education, the Education Preparation Provider (EPP) of Coker University, is fully accredited by the South Carolina State Board of Education using Council for the Accreditation of Educator Preparation Standards.

Alternative Pathways to Educator Certification (APEC) Program Requirements		SH
CURRICULUM CORE		
*EDU 623	Effective Assessment Tools	3
*EDU 625	Effective Teaching Strategies	3
*EDU 633	Instructional Design for the Divergent Learner	3
*EDU 634	Principles and Strategies for Teaching Diverse Learners	3
EDU 636	Field Experience & Professional Learning Seminar I	3
EDU 637	Field Experience & Professional Learning Seminar II	3
*EDU 646	Foundations of Reading	3
EDU 647	Instructional Practices in Literacy	3

EDU 648	Reading and Writing Across the Content Areas	3
<b>Total</b>		<b>27</b>

\*Of the nine graduate-level courses that APEC Fellows are required to complete, five courses count toward the Master of Education in Curriculum and Instructional Technology (M.Ed.CIT) degree offered at Coker University. APEC Fellows who are admitted into the APEC Program and successfully earn their Alternative Teaching Certificate (Year One) may work to finish the additional five graduate-level courses—to earn the M.Ed.CIT degree while still in the APEC Program at Coker.

## Master of Science in Nursing

The MSN Program is designed for working nurses who wish to advance their education. Courses are completed one at a time over 6 weeks. Tracks are available in education and leadership. The education track would be suitable for nurses wishing to become staff, patient, and community educators or those wishing to pursue an academic career. The leadership track is appropriate for nurses moving into or working in an administrative role. Students will complete 50 structured internship hours while completing coursework in their selected track.

### Program Policies

- Admission
  - Applicants must meet admission requirements as outlined in the Academic Catalog as well as graduating with a grade point average of at least 3.0 in their BSN program.
  - Applicants not meeting the grade point average requirement can be admitted on a probationary basis. Two sequential semesters with a grade point average of 3.0 is needed to return to good academic standing. A student must be in good academic standing within 4 semesters.
  - Students holding an associate degree in nursing will need to complete the RN-MSN Bridge prior to beginning the MSN program.
  - Graduates of Coker University's RN-MSN Bridge will automatically be admitted to the MSN program provided their grade point average in the Bridge Program is 3.0.
- Progression
  - Students must earn a grade of at least B in all courses. Any grade lower than B will be considered a failure and the course will be repeated.

### Program Outcomes

Nursing Practice	Demonstrate nursing practice as a distinct profession that draws upon content from the arts and sciences to base clinical judgment on a broad foundation.
Patient-Centered Care	Use caring practices, effective communication, and accountability for actions to assess, prioritize, and coordinate needs while promoting self-care.
Population Health	Demonstrate ability to manage population health and advocate for health equity.
Scholarship and Evidence-Based Practice	Advance nursing scholarship by integrating best evidence into practice and participating in ethical scholarship activities.

Quality and Safety	Demonstrate a nursing practice that incorporates quality improvement principles that contribute to a culture of safety.
Collaborative Practice	Demonstrate a collaborative approach to nursing practice uses knowledge of team dynamics, respectful communication, and shared values to advance outcomes.
Systems-Based Practice	Use knowledge of health care systems, evidence-based practice, and innovation to increase cost effectiveness of care and to optimize outcomes.
Informatics and Technology	Engage in the ethical and legal use of informatics and communication technology to deliver and communicate care to diverse populations in a variety of settings.
Professionalism	Demonstrate an ethical and legal practice that is self-accountable and reflective of nursing's identity and mission.
Leadership and Professional Development	Incorporate leadership capacity, commitment to personal resiliency, and professional development into nursing practice.

Nursing Requirements		SH
<b>CURRICULUM CORE</b>		
NUR 502	Advanced Practice Roles	3
NUR 511	Healthcare Informatics, Technology, and Communication	3
NUR 522	Methods of Scientific inquiry	3
NUR 524	Application of Evidence-Based Practice in Nursing	3
<b>Education Track</b>		
NUR 602	Foundations of Nursing Education	3
NUR 612	Advanced Clinical Concepts: Integrated Practice	3
NUR 613	Curriculum Development & Program Evaluation	3
NUR 622	Technology, Innovation, and Remediation Strategies	3
NUR 632	Assessment, Measurement, and Student Evaluation	3
NUR 633	Teaching-Learning Practices in the Classroom	3
<b>Leadership Track</b>		
BUS 560	Creating an Ethical Organization	3
BUS 641	Leadership & Team Management	3
BUS 600-level Elective		3
NUR 641	Leading Change and Innovation for Improving Health Equity	3
NUR 651	Healthcare Systems and Financing	3
NUR 671	Ensuring Quality and Reporting Outcomes in Healthcare Institutions	3
<b>Total</b>		<b>30-49</b>

\*Includes 50 internship hours while completing courses in the selected track

## **Entry Level Master of Science in Nursing (MSNE for non-nurses)**

This unique program provides an accelerated option for non-nurses to gain the education and experience needed to sit for the National Council Licensure Examination for Registered Nurses (NCLEX). Created specifically for individuals with a baccalaureate degree in a field outside of nursing, the Master's Entry MSN program paves the way for a new career as a Registered Nurse (RN).

Every fall, students enroll in this 24-month program. The MSNE program is demanding, as it provides students with a general foundation in nursing as well as master's level courses that provide the skills necessary to serve at the bedside or in leadership positions. Upon successful completion of the program, students receive a Master of Science in Nursing (MSN) and are prepared as Nurse Generalists. Graduates are eligible to take the National Council Licensure Examination (NCLEX) for registered nursing (RN) licensure.

### **Prerequisites:**

- Two or three hundred level Human Anatomy and Physiology I, II including a laboratory within the past seven years (8 credits); Coker University's BIO 250 and BIO 251 fulfills this requirement.
- Two or three hundred level Microbiology including a laboratory within the past seven years (4 credits); Coker University's BIO 230 fulfills this requirement.
- College level statistics course that includes hypothesis testing and inferential statistics (3 credits); Coker University's MAT 203 fulfills this requirement.
- College level Human Growth and Development (3 credits); Coker University's PSY 205 fulfills this requirement.
- College-level nutrition course (3 credits) is recommended; Coker University's NUTR 201 fulfills this recommendation.

## **Program Policies**

### **Admission**

- Applicants must meet admission requirements as outlined in the Academic Catalog
  - Applicants will additionally need to complete an interview with nursing faculty
- Once admitted, applicants will need to complete Criminal Record Check/Child Abuse History, Clearances, FBI Fingerprinting, a drug screen and/or additional testing as required by clinical facilities
- Applicants are advised and upon graduation and application for the Registered Nurse Licensure Examination (NCLEX-RN), all boards of nursing will inquire as to whether the applicant has been convicted of a misdemeanor, felony, felonious act, an illegal act associated with alcohol, or an illegal act associated with substance abuse(s)

### **Progression**

- Students must earn a grade of at least B in all required nursing courses. Any grade lower than B will be considered a failure and the course will be repeated.
- Students must be successful in both the didactic and clinical portion of a course; a failure in either portion will result in an overall course failure and the entire course (didactic and clinical) must be repeated.
- A student who repeats a nursing course must participate in the remediation process. ◦ If a student is not successful on the second attempt of a course, the student may petition to attempt the course a third time, identifying extreme circumstances that justify such a decision.
- Clinical experiences may not be repeated more than once.
- Students who are not able to pass clinical on the second attempt or pass a course on the third attempt with a grade of B or better will withdraw from the program.

- A student who withdraws from the MSNE program may be admitted to the BSN program (as space allows) if extenuating circumstances for the failure can be demonstrated to the nursing admissions committee and the applicant has a strong likelihood of succeeding in a non-accelerated program.
- - A realistic success plan to be collaboratively developed by the student, the faculty advisor, and the dean of nursing.
  - Entry into the BSN program may require a repeat of all or some courses in the nursing sequence and/or completion of remediation work for didactic and clinical content.

### Entry Level Master of Science in Nursing Requirements

Students completing the MSNE must complete the required courses listed below. All students registering for the MSNE program will pay a nursing fee per semester of enrollment in nursing courses as detailed in the Tuition and Fees section of this catalog.

Entry Level Master of Science in Nursing Requirements		Theory (SH)	Lab (SH)	Clinical (SH)
NUR 503	Professionalism in Nursing Practice	2		
NUR 511	*Healthcare Informatics, Technology, and Communication	3		
NUR 514/S	Health Assessment and Foundations for Nursing Practice	2	2	
NUR 522	*Methods of Scientific Inquiry	3		
NUR 523	Pathophysiology and Pharmacology	4		
NUR 524	*Application of Evidence-Based Practice	3		
NUR 525/C	Medical Surgical Nursing Practice I: Chronic and Acute Adult Health Alterations	3		2
NUR 565/C	Nursing Practice: Behavioral and Mental Health	3		2
NUR 566/C	Medical Surgical Nursing Practice II: Chronic and Acute Adult Health Alterations	3		2
NUR 612	*Advanced Clinical Concepts: Integrated Practice	3		
NUR 615/C	Nursing Practice: Pediatrics	3		2
NUR 624	Care of Populations	3		
NUR 645/C	Nursing Practice: Maternal and Newborn Health	3		2
NUR 651	*Healthcare Systems and Reimbursement	3		
NUR 655/C	Nursing Practice: Critical Care	3		2

NUR 657/C	Role Transition & Practicum	3		2
	5 Electives	15		
*Course included in the MSN program				
	Total Credits (78)	62	2	14

### Course Load

The typical load is program dependent. The MSN (Education or Leadership) and the DNP are offered on a term schedule where students typically complete one course per term. The Entry to Practice MSN is offered on a semester schedule with students completing a full-time course load.

### Graduate Progression

Nursing programs at the graduate level require that students earn a grade of B or better to be successful. Courses will be repeated when the grade is C or lower. In clinical courses for the Entry to Practice MSN, if a student does not earn a grade of B in the didactic portion or is not successful in the clinical portion, both sections must be repeated. If a course is successfully repeated, the failing grade will be removed from the calculation in the grade point average. All grades, whether repeated or not, remain on the Coker transcript with repeated courses noted.

If a student is not successful on the second attempt of a course, the student may petition the Dean of Nursing to attempt the course a third time, identifying extreme circumstances that justify such a decision. Students who are not able to pass clinical on the second attempt or pass a course on the third attempt with a grade of B or better must withdraw from the program.

### RN to MSN Bridge Program

The RN-MSN Bridge program at Coker University is tailored to meet the needs of working nurses and to provide an accelerated pathway to master degree education. Students who meet transfer requirements complete a total of four courses over two semesters. In the RN-MSN option, students do not complete a bachelor's degree and instead move more quickly to completion of a master's degree at Coker University. In the part-time option, students complete five courses (18 s.h. - listed below) over three semesters prior to beginning the MSN program.

Upon successful completion of the RN to MSN Bridge, students are able to seamlessly begin the MSN program at Coker University. At no time is a student awarded a bachelor degree. If at any time a student decides to withdraw from the RN-MSN program, no degree is awarded. Credit from the RN-MSN Bridge can be applied to the RN-BSN program.

RN to MSN Requirements		SH
HSC 380	Exploring Health Equity and Healthcare Systems	3
NUR 372	Principles of Leadership in Healthcare	3

NUR 343	Research and Evidence-Based Practice	3
NUR 423	Global and Community Health	3
NUR 482	Professional Portfolio & Standards of Practice	6
<b>Total</b>		<b>18</b>

### **RN to MSN Bridge Progression**

Nurses in the RN to MSN Bridge program must maintain a cumulative grade point average of at least 2.50 (“C+”) average. Upon earning a grade of D or F in a nursing course, a student will be placed on academic probation and will work with an advisor to create a success plan. If a second D or F is earned, a student will be suspended from the program but may reapply once able to demonstrate ability to succeed. In order to graduate, students must have a cumulative GPA of 2.5.

A student receiving a grade less than C in any nursing course must retake the course at Coker University. If a course is successfully repeated, the failing grade will be removed from calculation in the grade point average. All grades, whether repeated or not, remain on the Coker transcript with repeated courses noted.

## **Doctoral Degree Programs**

### **Doctor of Nursing Practice (DNP)**

This is an online, post-master’s program designed for working nurses. Students obtaining their DNP through Coker University will continue to increase their practice expertise while adding valuable leadership and translational science skills. The DNP program is for nurses who wish to pursue a wide range of advanced healthcare positions including academic and leadership roles or those requiring increased clinical expertise. Four hundred and fifty (450) clinical hours are included as part of coursework and are individually designed to help meet career goals. All of these roles offer the opportunity to improve patients’ lives and make healthcare better, whether by leading other nurses, educating future nurses, or influencing health policy.

#### **Program Policies**

##### **Admission**

- Applicants must have a GPA of 3.0 or better from an accredited master of science program
  - APRNs will need to have graduated from an accredited nursing program and possess an active and unencumbered nursing license as an APRN
  - Nurses pursuing a DNP with an executive leadership focus must have an unencumbered nursing license and a master’s degree in nursing or a related field
- Transcripts from all programs attended
- Resume or curriculum vitae
- Interview with Nursing Faculty
- Depending on where clinical hours are completed, background checks, drug screens and other clearances may be required
- No more than three (3) credits may be transferred into the DNP program

##### **Progression**

- Students must earn a grade of at least B in all required nursing courses. Any grade lower than B will be considered a failure and the course will be repeated.

### Doctor of Nursing Practice Requirements

Students in the DNP program must complete the required courses listed below. Courses with clinical hours may carry an additional fee as identified in the University catalog.

Doctor of Nursing Practice Requirements		SH
NUR 701	Concepts of DNP Practice*	3
NUR 722	Application of Scientific Inquiry	3
NUR 724	Development of Evidence-Based Practice*	3
NUR 732	Healthcare Policy and Reform	3
NUR 735	Data Analytics, Technology, and Healthcare Outcomes	3
NUR 736	Leadership and Innovation*	3
NUR 744	Population Health and Health Equity	3
NUR 748	Effective Practice within Healthcare Systems	3
NUR 791	Project Planning*	2
NUR 792	Project Development*	2
NUR 793	DNP Project	3
NUR 794	Practicum (150 hours)	2
<b>Total</b>		<b>33</b>

\*Includes 75 Practicum hours

## GRADUATE CERTIFICATE PROGRAMS

### Leadership Certificate

A graduate certificate in Business is designed for individuals with any bachelor's degree currently in the workforce who wish to further their careers or for those who wish to gain entry into a related field. The program is delivered completely online so students do not have to disrupt their current careers while furthering their education. The four required courses are listed in the tables below for the corresponding certificate.

Leadership Certificate		SH
BUS 641	Leadership and Team Management	3
BUS 642	Global Initiatives in Management	3
BUS 643	Negotiations	3
BUS 649	Business Strategy and Decision Making	3
<b>Total</b>		<b>12</b>



## COURSE DESCRIPTIONS

### **African American Studies Course Descriptions (AAS)**

#### *AAS 200 Introduction to African American Studies (3SH)*

African American Studies is a uniquely interdisciplinary field grounded in the study of African diaspora experiences in the pursuit of plurality, democracy, and social and economic justice. Taking a thematic approach, this course introduces students to the genealogy, development, and future challenges of the field, and analyzes opportunities and limitations for achieving these pursuits. In addition to identifying the historical, cultural, and political influences of the field, it will explore how theoretical and critical approaches were directly connected to academic and social concerns.

#### *AAS 210 African American Theatre, Film, Performance (3SH)*

(Cross Reference: THE 210) AAS 210 invites students to contrast, compare and examine the evolution of African American life as presented through theatre, television and film with an emphasis on history, philosophy, dramatic creations concerns and criticism.

#### *AAS 245 World Dance (1SH)*

(Cross Reference: DNC 245) This course is designed to introduce students to dance styles from around the world including social, folk, and religious forms. Special attention will be made to the teaching and learning of these forms.

#### *AAS 295 African American Rhetoric (3SH)*

(Cross Reference: COM 295) This course surveys the contributions of African American orators such as Martin Luther King Jr., Malcolm X, Barbara Jordan, Fannie Lou Hamer, Tupac Shakur, and Muhammad Ali to American public culture. The course will study African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts. Emphasis will be on Afrocentric and traditional approaches to rhetorical theory and criticism.

#### *AAS 302 Intergroup Relations (3SH)*

(Cross Reference: SOC 302) The study of racial, ethnic, religious, economic and other bases of group formation in global and historic perspectives. The culture and Behavior of minority groups and their relationships with dominant groups and agencies of social control are investigated. Contemporary intergroup relations in the United States will also be examined. Prerequisite: SOC 101 or 102 or 103.

#### *AAS 303 The Sociology of W.E.B. Du Bois (3SH)*

(Cross Reference: SOC 303) An introduction to studies of African Americans and race relations in the United States through the work of W.E.B. Du Bois. This course examines Du Bois's views about black identity, american citizenship, social science, capitalism and globalization among other topics of interests. Our approach will be integration, interpretation, and critical assessment of Du Bois's ideas applying them to the context of the 21st century. Readings from: *The Philadelphia Negro* (1899), *The Souls of Black Folks* (1903), *Color and Democracy* (1945), *The World and Africa* (1947), and other articles by Du Bois. Prerequisite: SOC 101.

#### *AAS 304: Visualizing Social Justice (3SH)*

(Cross Reference: ART, COM, and THE) Artists and activists have employed many forms of communication to bring attention to injustices. In addition, these forms often attempt to move people toward action against such injustices. This course will study artifacts and monuments whose purposes are to visualize social justice (Activity fee required). Capital designated course.

*AAS 322 The African American Experience (3SH)*

(Cross Reference: HIST 222) A detailed exploration of the history of African Americans from 1619 to the present. Major topics include the conditions of slavery, the impact of the Civil War and Reconstruction, the Jim Crow era, the Civil Rights Movement, and the rise of Black Nationalism. Prerequisite: HIST 202 or permission of the instructor. (Offered in alternate years)

*AAS 350 Afro-Hispanic Literature and Culture (3SH)*

Cross Reference: SPA 350) This course focuses on the literary and culture production of Afro-Hispanic peoples in Latin America, the Iberian Peninsula, the United States, and Africa (e.g. Equatorial Guinea). Readings (in Spanish or English translation) include novels, poems, short stories, plays, articles, music lyrics, film, and television programs. Class instruction is in English. Students who wish to receive credit toward the Spanish major or minor must complete the non-native language requirement in Spanish, read all texts in Spanish, and write all class assignments in Spanish (as required). Course fee cover ingredients for cooking demonstrations. Prerequisite: Completion of the non-native language requirement in Spanish and ENG 112. Course fee of \$20.00 (Offered every three years)

*AAS 410 Directed Readings/Research/Investigations in African American Studies (3SH)*

An in-depth project on a selected aspect of African-American history, sociology, literature, dance, art, culture, or other topic. Students will select readings and/or other resources in consultation with an affiliated faculty member of the program and the program coordinator. A final research presentation is required. The presentation may be in the form of a/an research paper, exhibit, production, performance, or equivalent. Prerequisites: Permission of the faculty advisor and Coordinator of African American Studies.

*AAS 441 Race, Racism, and American Law (3SH)*

(Cross Reference: CRIM 441, SOC 441) This course will provide a comprehensive examination of the role of law in constructing racial categories as well as their significance. Topics to be covered will be as follows; the importance of the legal precedent, critical court decisions impacting racial groups in the United States, the racial attitudes of the Framers, and the ability of law to bring about racial justice. Prerequisite: SOC 101 or CRIM 200.

*AAS 199, AAS 299, AAS 399, AAS 499 Special Topics (3SH)*

Courses offered at the discretion of the Coordinator of African American Studies.

**Art Course Descriptions (ART)**

*ART 101 Two-Dimensional Design (3SH)*

An introduction to art elements and principles as applied to two-dimensional media; includes an introduction to basic color theory. Projects require creative problem solving and foster perceptual development. Class discussions and individual critiques are scheduled during studio time. (Studio fee required)

*ART 102 Three-Dimensional Design (3SH)*

Exploration of elements and principles of three-dimensional design with emphasis on form and space. Projects require creative problem solving and foster perceptual development. Class discussions and individual critiques are scheduled during studio time. Prerequisite: ART 101 or permission of the instructor. (Studio fee required)

*ART 105 Drawing I (3SH)*

An introduction to drawing. Line, perspective, value, and space are discussed and applied through observational drawing practices. (Studio fee required)

*ART 170 Introduction to Design Technology (3SH)*

This course provides an introduction to current digital applications and digital tools for a range of media, relevant to art, graphic design, and photography. Students will build software skills and learn appropriate use of digital applications to develop visual communication outcomes.

*ART 180 Understanding Art (3SH)*

Discussion of the formal elements of art and how they communicate the meaning of an artwork. Artworks are examined in relation to history, culture, materials, techniques, and purposes. Active participation in analysis of artwork is encouraged. Does not count toward the art major or minor.

*ART 197 Freshman Seminar: Contemporary Art Issues (1SH)*

Contemporary art issues are addressed through the study of primary source material and the changing role of the artist in society is explored.

*ART 205 Drawing II: Figure Drawing (3SH)*

Emphasis is on personal interpretation of anatomy as it relates to the human figure. Live models provide the predominant source for subject reference. Prerequisites: ART 101, ART 105, or permission of the instructor. (Studio fee required)

*ART 209 Typography I (3SH)*

An introduction to the basic vocabulary and application of typography. Students construct typographic compositions and systems, while also developing an appreciation of typography as an expressive medium. Students are introduced to digital typesetting and page layout software while working with type across media. Prerequisite: ART 101 (Studio fee required)

*ART 309 Typography II (3SH)*

A continuation of the fundamentals learned in Typography I. This course builds a greater understanding of typography and addresses more complex compositions and systems. Students explore typographic hierarchy, context, density, and sequence across media. Prerequisite: ART 209 (Studio fee required)

*ART 210 Graphic Design I (3SH)*

This course is an introduction to graphic design. Projects will balance learning the principles and tools of design with conceptual thinking and content development. Students become familiar with the creative process, as they build a design vocabulary and solve visual communication problems across media. Prerequisite: ART 101. (Studio fee required)

*ART 220 Oil Painting I (3SH)*

An introduction to painting. The mechanics of painting, including composition, light, and color theory, are applied through observational practices. Prerequisites: ART 101 or ART 105. (Studio fee required)

*ART 230 Basic Photography (3SH)*

This introduction to digital photography focuses on camera operations and image manipulation using Photoshop. Emphasis is on black and white imagery, content and composition. Procedures for photo documentation will be studied. Class discussions and individual critiques are scheduled during studio time. Students must supply their own camera. Prerequisite: ART 101 or permission of the instructor. (Studio fee required)

*ART 250 Ceramics I (3SH)*

An introduction to working with clay, focusing on slab, coil and pinch methods with emphasis on creative problem solving and technique. (Studio fee required)

*ART 260 Sculpture I (3SH)*

An introduction to the basic concepts and media of sculpture. Work is done in wood, clay, plaster, wire and other materials using a wide variety of techniques. Emphasis is placed on content as well as process. Prerequisites: ART 101, ART 102, or ART 105. (Studio fee required)

*ART 275 Interaction Design I (3SH)*

This course explores fundamental concepts, technologies, and languages of user experience design, user interface design, and interactive media. Students will apply basic design principles to build prototypes that are empathetic to human needs. Projects involve current tools and some basic code writing to assist with the prototyping process. No prior experience with prototyping or coding languages is expected. Prerequisite: ART 101 (Studio fee required)

*ART 280 Art History Survey I (3SH)*

A survey of the history of the visual arts from prehistory to the Gothic period. This course is global in scope but Western in focus.

*ART 281 Art History Survey II (3SH)*

A survey of the history of the visual arts from the Renaissance to the present. This course is global in scope but Western in focus.

*ART 290 Art in the Public Schools (3SH)*

Examination of the importance of art in education with studio work in projects related to group art experience. Class format includes readings, discussions and studio work. Does not count toward art minor or major concentrations in Fine Art, Graphic Design, or Photography. Prerequisite: ART 180.

*ART 304: Visualizing Social Justice (3SH)*

(Cross Reference: AAS, COM, and THE) Artists and activists have employed many forms of communication to bring attention to injustices. In addition, these forms often attempt to move people toward action against such injustices. This course will study artifacts and monuments whose purposes are to visualize social justice. Capital designated course. (Activity fee required)

*ART 305 Drawing III (3SH)*

An exploration of drawing as a complete method of expression. Emphasis is placed on conceptual development and completion of a body of work determined through individual meetings with the instructor. Prerequisite: ART 205. (Studio fee required)

*ART 310 Graphic Design II (3SH)*

A continuation of the fundamental concepts and design research of Graphic Design I. This course provides advanced study of graphic design to solve more complex visual communication problems. Students further explore essential design tools for the development of solutions across media. Prerequisite: ART 210. (Studio fee required)

*ART 311 Graphic Design III (3SH)*

Advanced study of concepts, principles, and technologies explored in Graphic Design I and II. Students develop strengths in conceptual thinking and formal experimentation. Students are encouraged to create languages of design that reflect their research and an understanding of contemporary design theory and practice. Prerequisite: ART 310, B.F.A. degree track. (Studio fee required)

*ART 312 Typography III (3SH)*

A continuation of Typography I and II. Students use knowledge and experience gained in previous typography courses to explore experimental approaches to compositions and systems across media. Student work will require independent research and personal direction. Prerequisite: ART 309, B.F.A. degree track. (Studio fee required)

*ART 320 Oil Painting II (3SH)*

A continuation of Oil Painting I. Emphasis is placed on historical and contemporary abstraction, in addition to conceptual approaches. Prerequisite: ART 220.

*ART 321 Figure Painting (3SH)*

A continuation of Oil Painting I and Oil Painting II emphasizing the human figure through painting from observation. Historical and contemporary approaches will be considered. Prerequisites: ART 205, ART 220, B.F.A. degree track.

*ART 325 Mixed Media I (3SH)*

An advanced course exploring alternative processes. Emphasis is placed on contemporary practices and conceptual approaches to art making. Prerequisite: ART 205.

*ART 326 Mixed Media II (3SH)*

A continuation of Mixed Media I. Emphasis is placed on conceptual development and completion of a body of work determined through individual meetings with the instructor. Prerequisites: 325, B.F.A. degree track.

*ART 330 Photography II (3SH)*

A continuation of Photography I. Experimental techniques encourage the development of creative exploration. Prerequisites: ART 101 or ART 105, and ART 230. (Studio fee required)

*ART 331 Photography III (3SH)*

A continuation of Photography II with emphasis on individual expression. Prerequisite: ART 330. (Studio fee required)

*ART 350 Ceramics II (3SH)*

An introduction to wheel throwing with emphasis on both functional and sculptural applications. Investigation of properties of clay bodies and glazes and familiarity with firing processes will be emphasized. Prerequisite: ART 250. (Studio fee required)

*ART 351 Ceramics III (3SH)*

Ceramics III is a continuation of Ceramics I and II. Students focus on a particular area of interest employing hand building, wheel throwing or a combination of the two. Projects are developed by the student with input from the instructor. Investigation of properties of clay bodies and glazes and familiarity with firing processes will be emphasized. Prerequisite: ART 250, B.F.A. degree track. (Studio fee required)

*ART 360 Sculpture II (3SH)*

A continuation of the student's interest in sculpture as a means of expression. Students determine media and purposes in consultation with the professor. Prerequisite: ART 260.

*ART 361 Sculpture III (3SH)*

Sculpture III is a continuation of Sculpture I and II with a focus on non-traditional approaches to sculptural expression. Students will explore performance art and relational aesthetics and installation. Prerequisite: ART 260, B.F.A. degree track.

*ART 375 Interaction Design II (3SH)*

A continuation of the fundamentals and principles learned in Interaction Design I. Students explore the practical and theoretical challenges of interactive media and digital product design. Students are encouraged to pursue prototypes that reflect an awareness of human behavior and contemporary contexts. Projects build a greater understanding of prototyping processes and methods. Prerequisite: ART 275. (Studio fee required)

*ART 376 Interaction Design III (3SH)*

A continuation of the fundamental advanced concepts, technologies, and languages learned in Interaction Design I and II. Through study and prototyping, a deeper examination of user experience, digital design theory, and the current state of interactivity is expected. Students may also speculate on the future of human interaction. Prerequisite: ART 375, B.F.A. degree track. (Studio fee required)

*ART 384 History of Graphic Design and Photography (3SH)*

A review of the history of graphic design and photography with primary emphasis placed on work from the 19th century to the present. Study includes the impact these two disciplines have on art and society. This course fulfills one of the required 300-level art history courses for Art majors.

*ART 386 Art in the United States (3SH)*

This travel course offers students the opportunity to conduct research and study in a city with vibrant art and design scenes in the United States. Students will visit art museums, cultural centers, and historical sites, attend performances, and experience local cuisine as part of their travel. Students will know the selected destination prior to registration. This course fulfills one of the required 300-level art history courses for Art majors. (Additional travel fee required)

*ART 388 Contemporary Critical Theory (3SH)*

Survey of art through the second half of the 20th Century to gain an understanding of the diversity of directions in today's world. Discussion format aimed to increase awareness of historical and contemporary artists in an arena of critical thinking and evaluation of visual language, conceptualization, and theory. This course fulfills one of the required 300-level art history courses for Art majors.

*ART 389 Historical Memory and Public Space (3SH)*

This course explores the politics of memory in public space, interrogating existing practices and imagining future possibilities of commemorative intervention across the United States. We will interrogate the visual culture of our region, asking what is assumed by what we represent in public space, and what warrants intervention. This course fulfills one of the required 300-level art history courses for Art majors. Prerequisite: ART 388, or permission of the instructor.

*ART 410 Graphic Design Senior Studio (3SH)*

*ART 415 Graphic Design Senior Studio (3SH)*

Advanced work in graphic design media (web, print, typography, illustration) as related to procedures and responsibilities in a design studio. Media applications are determined in consultation with art faculty and reflect students' interests and aptitudes. Students exhibit their work on campus in a senior exhibition at the conclusion of ART 415. Prerequisite: ART 410 is a prerequisite for ART 415

*ART 430 Photography Senior Studio (3SH)*

*ART 435 Photography Senior Studio (3SH)*

Advanced work in photography as determined in consultation with the art faculty so as to make effective application of student interests and aptitudes and to promote development of a portfolio of fine prints. Students exhibit their work on campus in a senior exhibition at the conclusion of ART 435. Prerequisite: ART 430 is a prerequisite for ART 435.

*ART 440 B.F.A Senior Studio (3SH)*

*ART 445 B.F.A. Senior Studio (3SH)*

Advanced work in Studio Art/Design. Students develop a well-researched body of work in close consultation with the art faculty. Students complete a professional portfolio and exhibit their work on campus in a solo senior exhibition at the conclusion of Art 445. Process Book with footnotes and bibliography focusing on images, ideas, artistic philosophy, art historical and cross-cultural influences required. ART 440 is a prerequisite for ART 445.

*ART 441 Professional Practice (3SH)*

Advanced seminar course designed to aid senior level B.F.A. students in their transition to the professional world. Prerequisite: B.F.A. degree track.

*ART 470 Fine Art Senior Studio (3SH)*

*ART 475 Fine Art Senior Studio (3 SH)*

Advanced work in fine art media as determined in consultation with the art faculty. Students define objectives and produce work according to their interests and aptitudes. Students exhibit their work on campus in a senior exhibition at the conclusion of ART 475. Prerequisite: ART 470 is a prerequisite for ART 475.

*ART 490 Artist as Teacher (3SH)*

Role of the artist as teacher in elementary and secondary schools. Studio work and discussion of effective ways of creating a positive environment for the arts in school settings. Prerequisite: ART 290. (Offered as needed)

*ART 199, ART 299, ART 399, ART 499 Special Topics (1-12SH)*

**Art Studio Special Topics:** Research and study topics in media and methods including internship experience proposed by the student in consultation with the art faculty.

Prerequisite: Work experience or appropriate introductory level courses.

**Art Appreciation, Art History, and Art Education Special Topics:** Research and study topics will be selected by the student in consultation with the art faculty. Study and travel (both here and abroad) are among the possibilities. Previous study in art appreciation or art history is expected.

## **Biology Course Descriptions (BIO)**

*BIO 102 General Biology of Whole Organisms (3SH)*

An introduction to organismal biology with emphasis on evolution, ecology, population biology, and the general characteristics of microorganisms, plants and animals. This course will include discussion of methods and advancements in organismal biology, and ways in which advances in organismal biology have affected western culture. Prerequisite: MAT 103 or its equivalent.

*BIO 103 Introduction to Environmental Science (3SH)*

(Cross Reference: ES 103) This course is designed as an introduction to the major environmental problems faced today. Students will learn how the environment impacts our way of life, and how changes in the environment have the potential to adversely affect humans and other organisms. The course uses case studies to show students how science works to solve environmental issues and emphasizes a critical thinking approach to these issues.

*Bio 105: Current Issues in Biology (3SH)*

This course uses current events to introduce basic biological principles, the scientific method, and critical thinking. We will explore major scientific developments and their impacts on society, science and the environment, and the processes that govern biological systems. Students will learn how to discuss scientific ideas and to distinguish between science and non-science. This course is designed to increase science literacy and critical thinking skills.

*BIO 110 Core Principles of Cell and Molecular Biology (3SH)*

An in-depth introduction to the principles of cell and molecular biology with emphasis in physiology of the cell, biochemistry, molecular biology and molecular genetics. The fundamental principles of thermodynamics and physical chemistry will be reviewed and their relationships to cell structure and function will be studied. The historical progression of discoveries and the framework of the major concepts of cellular and molecular biology will be discussed. Intended for biology, chemistry, and physical education majors. Prerequisite: MAT 103 or its equivalent.

*BIO 110L Core Principles of Cell and Molecular Biology Lab (1SH)*

A laboratory-based study of cell and molecular biology. Intended for biology, chemistry, and physical education majors. To be elected concurrently with enrollment in BIO 110 or may be taken subsequent to completion of BIO 100. Lab fee required.

*BIO 111 Core Principles of Organismal Biology (3SH)*

A study of the diversity of organisms, their phylogeny, characteristic architectural features, physiological processes, and human importance. The nature of scientific inquiry will be explored through examples of how biologists acquire and continuously modify the understanding of organismal biology. This course is intended for biology, chemistry, and physical education majors. Pre- or corequisite: MAT 103. Lab fee required.

*BIO 111L Core Principles of Organismal Biology Lab (1SH)*

A laboratory based study of organismal biology. This course will emphasize the diversity of organisms and the differences and similarities among organismal lineages. Intended for biology, chemistry, and exercise science majors. Prerequisites: To be elected concurrently with enrollment in BIO 111 or may be taken subsequent to completion of BIO 111. Lab fee required.

*BIO 197 First-year Biology Seminar (1SH)*

The purpose of this course is to help students majoring in biology view themselves as pre-professionals preparing for a career in the biological sciences. The course offers students opportunities to hear from and speak with professionals in a broad range of biologically-related fields. Students are also informed about the admission requirements and nature of graduate school, medical school, and training in a variety of health and biotechnology fields. Additionally, students are trained in time management and studying techniques.



*BIO 210 Core Principles of Ecology and Evolution (4SH)*

A study of the fundamentals of ecology and evolution and their interrelationships. The ecological dynamics of populations and population genetics are examined in detail. Other topics included are ecosystem and community structure and function, the nature and evolution of life history traits, human ecology, the historical development of the theory of evolution, speciation, and the major events of macroevolution. Biology education majors enrolling in the course will be required to complete 10 hours of clinical internships in public school classrooms. Prerequisites: BIO 110 and 111, and MAT 203. Lab fee required.

*BIO 211 Core Principles of Genetics (4 SH)*

A study of the principles of inheritance, Mendelian laws of transmission, molecular aspects of gene action, and the role of genes in development. Prerequisites: BIO 110 and 111, and completion of the General Education Program in mathematics. Lab fee required.

*BIO 230 Microbiology for Health Professionals (4 SH)*

Introduces the core concepts and basic principles in microbiology, examining microorganisms and how they interact with humans and the environment. Topics such as endotoxins and exotoxins, bacterial cell wall, antigen and antibodies reactions in laboratory, and different classes of penicillins. This class is not intended for biology majors. Prerequisite: MAT 103.

*BIO 250 Anatomy and Physiology I (4 SH)*

A general introductory course in the principles of human anatomy and physiology. Topics covered will include histology, the skeletal system, the muscular system, the nervous system, the cardiovascular system and the respiratory system. Laboratory will emphasize anatomy (structure of function of the above systems). Prerequisites: BIO 110 or BIO 261; MAT 103 or its equivalent. Lab fee required.

*BIO 251 Anatomy and Physiology II (4 SH)*

This course provides functional and practical principles of human anatomy and physiology. Topics covered included embryology, membrane physiology, the digestive system, the renal system, and the endocrine system with a focus on diabetes mellitus. Laboratory will emphasize techniques used to measure bodily processes and will incorporate problem-based learning techniques. Prerequisite: MAT 103, BIO 250.

*BIO 261 Biochemistry for Health Professions (3 SH)*

Biochemistry is a natural science that investigates life processes at the molecular level. This course begins with an introduction to the structure and function of the four classes of biomolecules: proteins, nucleic acids, carbohydrates, and lipids. The course then shifts to glycolysis, the citric acid cycle, oxidative phosphorylation, and the importance of normal blood glucose level. Prerequisite: MAT 103.

*BIO 291 Biology Seminar I (1SH)*

This course is designed to initiate students into the critical reading and evaluation of scientific articles. The course will use a diverse range of papers belonging to the most current areas of science to provide the students with: a) a detailed description of the format of scientific articles and the relevance of its components, b) the necessary tools for developing critical analysis of scientific literature, and c) to reinforce the oral skills needed to successfully communicate in the science field. Prerequisites: BIO 110 and 111, and sophomore standing.

*BIO 311 Cell Biology and Genomics (3SH)*

Students will examine the principles of cell biology and genomics in the context of biochemistry, molecular biology, and genetics. The historical progression of discoveries and the framework of the major concepts of cellular and molecular biology will be discussed. Classroom discussions and student presentations of recent journal articles will provide an opportunity for students to continue their development of critical thinking, experimental design, and communication skills. Co-requisite: CHE351; Prerequisite: BIO211.

*BIO 319 Teaching Secondary School Science (3SH)*

(Cross Reference: EDU 319) Covers methods of teaching general and advanced science. Topics include the use of laboratory materials and replica models, the role of computer simulations, safety practices, NSTA standards, textbook selection criteria and general classroom, laboratory and field trip organization. Also considers the impact of modern science on selected social and ethical issues and how these issues might be considered in a high school science classroom. Prerequisites: EDU 102 and 201, four semester hours of college-level chemistry, four semester hours of college-level biology and completion of 20 hours of clinical internships in public school classrooms. (Offered as needed)

*BIO 325 Invertebrate Zoology (4SH)*

An introduction survey of invertebrate zoology, including the taxonomy, morphology, development and ecology of freshwater, marine, terrestrial, and parasitic invertebrates. The laboratory component of the course emphasizes observations of living material, including some observations in the field. Prerequisites: BIO 110 and 111. Lab fee required. (Offered in alternate years)

*BIO 330 Microbiology (4SH)*

An introduction to the study of microorganisms including training in methods of cultivation, isolation, staining and recognition. Prerequisites: BIO 110 and 111, CHE 101, CHE 102, and CHE 351. Lab fee required. (Offered in alternate years)

*BIO 350 Plant Science (4SH)*

A study of the general structure, life cycles, and evolutionary history of all the major plant groups, and of the most significant features of the physiology, anatomy, growth and development, classification, ecology, and human importance of the angiosperms. The laboratory component of the course will emphasize the systematics of the major angiosperm families. Prerequisites: BIO 110 and 111, CHE 101, and CHE 102. Lab fee required. (Offered in alternate years)

*BIO 360 Applied Ecology: The Human Predicament (4SH)*

A study of the ecological bases for the human environmental predicament. Topics will include: the structure and function of ecosystems and services they provide to human populations; the principles of population dynamics and their application to human populations; the distribution and characteristics of biomes in relation to human land use; the current and projected production of human food; the current and projected human use of land, water, forests, and energy; pollution and other disruptions to ecological services; the social and political context of some environmental problems and their potential solutions. Laboratory studies will include the study of techniques to quantify anthropomorphic modifications of ecological communities, and the technologies used to reduce or ameliorate human environmental impacts. Prerequisites: BIO 210 or ES/BIO 103. Lab fee required. (Offered as needed)

*BIO 370 Behavioral Ecology (3SH)*

A study of the central questions in the evolution of adaptive behavior. Topics include how behavior contributes to survival and reproduction, and how behavior is influenced by the surrounding environment. This course will also teach research skills in the area of behavioral ecology through an independent research project. Prerequisite: BIO 210 (Offered in alternate years)

*BIO 391 Biology Seminar II (2SH)*

This course is designed to develop student understanding and skills regarding how biological, in practice, works. In this course, students will apply experimental design and statistical analysis to biological questions, they will develop a better understanding of tools and techniques used in that research, and they will begin developing their capstone research goals. In addition, students will interview professionals within their fields of interest to gain a deeper understanding of what it means to be a biologist and what work needs to be done to reach their particular goals. Prerequisites: BIO 211 and junior standing. Pre or corequisite: BIO 291 and BIO 210.

*BIO 411 Advanced Molecular Genetics (3SH)*

An in-depth and advanced investigation into the molecular dynamics of gene regulation with emphasis on signal transduction, genome structure, gene families, mobile genetic elements, genetic variation, mutant screens, developmental genetics, and comparative genome analysis. The course will focus on the genetic events at the molecular level of the gene across a wide spectrum of prokaryotic and eukaryotic organisms. Various model systems will be studied to illustrate the impact of genetic and molecular experimental approaches on the current understanding of conserved biological processes in the context of functional genomics. Classroom discussions and student presentations of recent journal articles will provide an opportunity for students to continue their development of critical thinking, experimental design, and communication skills. Prerequisites: BIO 211 and CHE 351, or permission of the instructor.

*BIO 426 Natural History of Vertebrates (4SH)*

This course examines vertebrate form and function from evolutionary and ecological perspectives. We will explore the diversity of vertebrates, characteristics that define major taxa, and relate those characteristics to evolutionary processes. In lab, students will use dissection to study the comparative morphology of major vertebrate groups. In addition, students will be introduced to field techniques in vertebrate studies. Prerequisites: BIO 210 and 211. Lab fee required. (Offered as needed)

*BIO 460 Biodegradation and Bioremediation (3SH)*

Bioremediation is the use of organisms to remove environmental pollutants. This course focuses on the relationships among microbial ecology, metabolism, and biodegradation. Bioremediation strategies ranging from in situ (microorganisms and plants) and ex situ cleanup technologies (including most upcoming nanotechnologies) and natural attenuation will be discussed. Prerequisites: BIO 210.

*BIO 461 Introduction to Biochemistry (3SH)*

(Cross Reference: CHE 461) A one-semester, non-laboratory study of carbohydrates, lipids, proteins, nucleic acids, vitamins and enzymes. Prerequisites: BIO 110, CHE 351, 351L, 352, 352L; or permission of the instructor. (Offered in alternate years)

*BIO 490 Research in Biology (0-3SH)*

Directed independent laboratory and field research in biology. Students will be strongly encouraged to present their research in the form of a poster or oral presentation at a scientific conference such as the South Carolina Academy of Sciences. This course may be repeated for additional credit. Prerequisite: permission of the instructor.

*BIO 491 Biology Seminar III (3SH)*

This course is research-based exploration of the process of biology and the presentation of experimental results. Students will design and conduct an experiment under the guidance of biology faculty. Upon conclusion of the project, students will write a research paper and publicly present their work. Both the paper and presentation should illustrate a command of the basic biological principles that are pertinent to that project. While this research experience is considered an internship, students are encouraged to pursue additional related opportunities both inside and outside the University. Prerequisites: BIO 391 and senior standing; or permission of the instructor. Lab fee required

*BIO 199, BIO 299, BIO 399, BIO 499 Special Topics (1-12SH)*

To be offered at the discretion of the biology instructor either as a directed research project or for non-listed course offerings such as entomology, mycology, plant pathology, plant taxonomy, or advanced topics in cell and molecular biology, ecology, evolution, or physiology. Lab fee may be required.

**Business Course Descriptions (BUS)**

**BUS 101 Business Dynamics and Careers (3SH)**

A study to cover the fundamentals of business and the functional areas of management, marketing, operations, accounting, information systems, finance, and legal studies. The course will address the management side of business, examine the importance of marketing and human resources, and the way businesses manage information for both internal users and reporting to external constituents. In addition, the course is aimed for anyone preparing for a business career. The course will include relevant case studies, Internet, and application exercises.

**BUS 150 Introduction to Entrepreneurship (3SH)**

This course is designed for students across all academic areas to provide an overview of the entrepreneurship discipline and core concepts. Primary topics covered in this course include the role of entrepreneurship and innovation in society, entrepreneurial mindset and characteristics, recognizing and pursuing opportunities, and different facets of owning a business. Prerequisite: Completion of 12 semester hours

**BUS 160 Business Applications (3SH)**

An introduction to applications used in the business industry. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, spreadsheets, and other professional communications.

**BUS 201 Financial Accounting (3SH)**

An introduction to accounting concepts with user emphasis pertaining to financial accounting implications and the relationship of accounting procedures to the overall business environment. Topics include: the accounting cycle, accrual vs. cash basis accounting, the income statement, the balance sheet, the statement of cash flows, and financial statement analysis. Prerequisite: Successful completion of MAT 103 or its equivalent and completion of 24 semester hours.

### BUS 202 Managerial Accounting (3SH)

A study of the analysis and internal use of accounting data in the management of enterprises. Topics include cost-volume-profit analysis, decision analysis, budgeting, standard costing, segment reporting, variance analysis, and an introduction to product costing methods.

Prerequisite: Successful completion of BUS 201

### BUS 210 Macroeconomics (3SH)

Emphasis is on analysis and development of a framework of economic thinking. A study of the determinants of national income and of economic growth; monetary and fiscal policy; unemployment and recessions. Prerequisite: Successful completion of MAT 103 or its equivalent and completion of 24 semester hours.

### BUS 211 Microeconomics (3SH)

Study of how prices are determined; the effects of changes in price and income on consumer behavior; the effect of cost changes on markets; price elasticity of demand; opportunity cost; the role of economic profit in predicting the capital investment decisions of firms; the economic effect of the minimum wage; the cost structure of the firm; and output determination in competitive markets. Prerequisite: Successful completion of MAT 103 or its equivalent and completion of 24 semester hours

### BUS 220 Business Law and Ethics (3SH)

An introduction to legal systems and the business-related provisions of the U.S. Constitution; the common law of torts and business organizations; the role of ethics in business; administrative law, ethics, and procedures; regulatory programs involving ethics violations, labor, antitrust, and securities; the impact of foreign and domestic laws on international business; and the application of legal and ethical reasoning to business analysis. Prerequisite: Successful completion of ENG 112 and completion of 24 semester hours

### BUS 230 Business Communications (3SH)

Students will learn to communicate effectively in simulated workplace environments to both specialized and general audiences. Course readings and assignments will focus on creating documents required in professional settings. Course includes instruction in writing and designing job application letters and resumes, correspondence letters and memos, instructional manuals, proposals, and formal reports, as well as giving oral presentations. Workplace simulations and case studies provide the context for professional writing.

Prerequisite: Successful completion of ENG 112 and completion of 24 semester hours

### BUS 240 Business Statistics and Analytics (3SH)

A course covering descriptive statistics and inference; probability, regression analysis, and hypothesis testing. Students will learn the process of decision making using statistical software to implement business decisions. Prerequisite: Successful completion of MAT 103 or its equivalent and completion of 24 semester hours

### BUS 299 Special Topics (0-12SH)

To be offered at the discretion of the School of Business. Examples of possible special topics: Development of Economic Thought, "Green Economics" The Environment and Human Economic Welfare, Applied Business Statistics. Prerequisite: Successful completion of BUS 101 or approval of the Dean of the School of Business

#### BUS 300 Executive Round Table (1SH)

This leadership course provides direct engagement with successful community leaders, entrepreneurs, and business executives for students of all academic majors. Class sessions feature distinguished guest speakers who have excelled in their personal lives and careers. The course follows a round table format allowing students to meet and learn from these exceptional leaders in an up-close and personal setting. Examples of topic discussions include ethical leadership, social responsibility, career success strategies, and personal skill development to thrive in for-profit, non-profit, and government career paths. Prerequisite: Completion of 54 semester hours

#### BUS 309 Internship in Specialized Business (0-12SH)

The Internship in Specialized Business course is a supervised work experience in a specialized business setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Specialized Business course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of at least one 300 or 400 level BUS course and completion of 54 semester hours

#### BUS 310 Cost Accounting (3SH)

This course covers accounting methods associated with manufacturing operations to include the following topics: budgeting, cost-volume profit, job orders, standard costing, and process cost systems. Prerequisites: Successful completion of BUS 202

#### BUS 311 Internal Controls and Risk Assessment (3SH)

This course examines fundamentals of risk assessment, including an overview of corporate governance, risk assessment essentials, audit universe, audit engagement, risk appetite, and fraud. Failures in risk management and causes will be reviewed. Additionally, exploration of internal controls, including preventive controls, essential components of internal control, and inherent limitations of internal controls are explored. Prerequisites: Successful completion of BUS 202

#### BUS 312 Accounting Information Systems (3SH)

This course covers the use of information technology in the accounting field. Topics covered include the techniques used in the auditing, control, design and implementation of accounting information systems focused on internal controls and reporting. Prerequisites: Successful completion of both BUS 160 and BUS 202

#### BUS 313 Financial Accounting and Reporting (3SH)

This course covers the financial reporting and disclosure issues with an emphasis on the use of corporate financial statements and their accompanying footnotes. Covers the theoretical structure of financial accounting, required financial statements, revenue recognition, operating assets, current liabilities and long-term liabilities. Prerequisites: Successful completion of BUS 202

### BUS 314 U.S. Taxation (3SH)

Introduces the student to federal income tax regulations for both business and individual income tax applications. This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies. Prerequisites: Successful completion of BUS 202

### BUS 315 Fraud Examination (3SH)

This course covers the principles and methodology of fraud detection and deterrence. Topics include skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses. Prerequisites: Successful completion of BUS 202

### BUS 316 Fraud Detection, Deterrence, and Schemes (3SH)

This course is a study of the principles of the standards for examining, identifying, detecting, and deterring fraud. The course objective is to differentiate types of fraud, assess organizational characteristics conducive to fraud, and develop a plan to detect and deter fraud. The student will also be exposed to the most common and notorious fraud schemes by discussing how the fraud was committed and how the schemes can be effectively detected, investigated, and prevented. Prerequisites: Successful completion of BUS 315

### BUS 319 Internship in Accounting (0-12SH)

The Internship in Accounting course is a supervised work experience in an accounting setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Accounting course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of 'C' or better in both BUS 310 and BUS 313 and completion of 54 semester hours

### BUS 320 Financial Management and Analysis (3SH)

The study of capital requirements and methods of acquiring funds, capital markets, planning efficient use of capital, asset management techniques, financial analysis, cash flow, capital budgeting, and the cost of capital. Prerequisites: Successful completion of the following courses: BUS 202, BUS 210, BUS 211, and BUS 240 (or MAT 203)

### BUS 321 Principles of Financial Planning (3SH)

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, students will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. Prerequisites: Successful completion of both BUS 320

### BUS 322 Risk Management and Insurance (3SH)

This course provides a comprehensive examination of the general principles of risk management and insurance planning for individual and family clients. The course first introduces students to the risk management and insurance planning process and working with clients to analyze and evaluate risk exposures. Second, the core insurance lines of coverage are explored in detail, including health, disability, long-term care, life, and personal property and casualty. In addition, the student will learn to analyze an individual and family's insurance needs, to select the most appropriate insurance policy and company, and to understand a business owner's use of insurance to protect the business' assets and future income. Prerequisites: Successful completion of BUS 320

### BUS 323 Retirement and Estate Planning (3SH)

This course is designed to provide students with the foundation to conduct a retirement needs analysis for individuals, to understand the different types of retirement plans available to individuals, and to recognize the key factors that affect retirement plan selection for business owners. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations. This course also provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The non-tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. Prerequisites: Successful completion of BUS 320

### BUS 324 Investment Analysis and Planning (3SH)

This course provides an overview of financial concepts and instruments related to investment planning. The primary topics covered include the investment process in relation to market efficiency. Primary focus of the course is on the design and integration of various investment vehicles into a portfolio that is intended to satisfy a client's objectives and constraints. This course also covers investment vehicles, investment risk, market cycles, asset allocation, investment strategies, and portfolio analysis. Prerequisites: Successful completion of BUS 320

### BUS 329 Internship in Financial Planning (0-12SH)

The Internship in Financial Planning course is a supervised work experience in a finance setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Financial Planning course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of BUS 321 and completion of 54 semester hours

### BUS 330 Principles of Marketing (3SH)

A study of modern marketing philosophy, current and historical marketing theory and product management, the structure of distribution and pricing, and evolution of the marketing effort. Prerequisites: Successful completion of both ENG 112 and BUS 211



### BUS 331 Contemporary Selling (3SH)

This course examines issues related to the contemporary sales environment and professional selling techniques. Primary topics covered in this course include relationship strategies, buying behavior, product selling strategies, adaptive selling, and other sales approaches.

Prerequisites: Successful completion of BUS 330

### BUS 332 Advertising and Sales Promotion Management (3SH)

A study of managerial problems encountered in planning, executing, controlling, and evaluating advertising/sales promotion and other marketing communications programs. Problems in positioning, setting volume and profit goals, developing strategy, budgeting expenditures, interpreting research data, and working in a client-agency relationship will be examined. Prerequisites: Successful completion of BUS 330

### BUS 333 Marketing Research (3SH)

Investigates the theory and practice of marketing research with emphasis on the problem-oriented nature of marketing research and how research activities are implemented by marketing researchers and used by managers. Prerequisites: Successful completion of BUS 330

### BUS 334 Digital Marketing (3SH)

This course utilizes the 4p's of marketing, research, and relationship management with Internet-based technology to create and execute an organization's integrated digital marketing strategy. Prerequisites: Successful completion of BUS 330

### BUS 335 Social Media Marketing (3SH)

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, students will learn how to do just that.

Prerequisites: Successful completion of BUS 330

### BUS 336 Email Marketing (3SH)

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, students learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, students will know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. Students also build their own marketing campaign. Prerequisites: Successful completion of BUS 330

### BUS 337 Search Engine Optimization (SEO) and Search Engine Marketing (SEM) (3SH)

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. Prerequisites: Successful completion of BUS 330

### BUS 339 Internship in Sales and Marketing (0-12SH)

The Internship in Sales and Marketing course is a supervised work experience in a marketing setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Sales and Marketing course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of both BUS 331 and BUS 332 and completion of 54 semester hours

### BUS 340 Principles of Management (3SH)

A study of modern management philosophy, current and historical management theory, and the evolution of managerial practices. The planning, organizing, directing, and controlling activities of a business unit are examined in detail. Prerequisites: Successful completion of both ENG 112 and BUS 230

### BUS 341 Organizational Behavior (3SH)

Examines the complex relationships among individuals, groups, and organizations. Emphasizes a dynamic systems approach to understanding and facilitating work relationships through the study of the interaction of individual needs, abilities, and traits with organizational goals and structure. Prerequisite: Successful completion of BUS 340

### BUS 342 Management of Human Resources (3SH)

A survey of human resource management: job analysis and design; recruitment and selection; appraisal, training, and employment; compensation and health; and employee relations. Prerequisites: Successful completion of BUS 340

### BUS 343 Building and Leading Effective Teams (3SH)

This course examines issues related to designing and overseeing effective teams in a variety of organizational contexts. Primary topics covered in this course include team design, team cohesion and trust, team communication and decision making, conflict management, and leading through others. Prerequisite: Successful completion of BUS 340

### BUS 344 Operations Management (3SH)

A survey of the production and operation systems common to all types of business organizations including basic problems in production of goods and services and study of modern concepts and techniques to plan and control operations. Prerequisite: Successful completion of BUS 340

### BUS 345 Project Management and Organizational Change (3SH)

This course guides students through fundamental project management concepts and behavioral skills needed to successfully launch, lead, and realize benefits from projects in profit and nonprofit organizations. This course also assesses the strategy and impact of change management, the change process, and obstacles to change. Prerequisites: Successful completion of BUS 340

#### BUS 349 Internship in Management and Leadership (0-12SH)

The Internship in Management and Leadership course is a supervised work experience in a management setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Management and Leadership course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of BUS 341 and completion of 54 semester hours

#### BUS 350 Creating and Launching the Venture (3SH)

This course examines the process of new venture creation and launch, focusing on opportunity feasibility, start-up requirements, and business model development. Primary topics covered in this course include identifying business ideas and customers, market testing and iteration, securing resources, and launching a viable business model. Prerequisite: Successful completion of BUS 150 and completion of 54 semester hours

#### BUS 351 Small Business Management (3SH)

This course provides an overview of the growth and innovation concerns that family and small businesses encounter. Primary topics covered in this course include the unique aspects of a small business, succession planning, innovation strategies, valuation techniques, and exit strategies. Prerequisite: Successful completion of BUS 150 and completion of 54 semester hours

#### BUS 352 Creativity and Innovation (3SH)

This course examines interdisciplinary conceptualizations of creativity and innovation. Primary topics covered in this course include creative thinking techniques, brainstorming, problem-solving, and sustaining innovation. Prerequisite: Successful completion of BUS 150 and completion of 54 semester hours

#### BUS 353 Entrepreneurial Finance (3SH)

This course examines financial challenges and decisions related to entrepreneurship, focusing on issues relevant to the entrepreneur and potential investors. Primary topics covered in this course include financial statement analysis, venture valuation, raising additional capital, debt and equity financing, and financial performance evaluation. Prerequisite: Successful completion of both BUS 150 and BUS 320

#### BUS 359 Internship in Entrepreneurship and Innovation (0-12SH)

The Internship in Entrepreneurship and Innovation course is a supervised work experience in an entrepreneurial setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Entrepreneurship and Innovation course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of both BUS 350 and BUS 351 and completion of 54 semester hours

### BUS 360 Introduction to Business Analytics (3SH)

The course focuses on applications of data analytic methods in framing and answering strategic questions facing decision makers in a variety of business sectors. A case study approach is used to introduce key data analytic methods. The case studies explored will illustrate how companies are leveraging different sources of data, including “big data,” with different analytical techniques, to improve performance. Students will receive hands-on learning through an available web-based graphical development environment that will allow them to practice using some of these tools. Prerequisites: Successful completion of both BUS 160 and BUS 240 (or MAT 203), and completion of 54 semester hours

### BUS 361 Programming Basics and Functions (3SH)

This course aims to provide students with an understanding of the role computer programming can play in solving problems. Topics covered include top-down design with a structured programming language, bottom-up testing, control statements, and structured data types. No prior knowledge of programming is required. The class will use the Python programming language. Prerequisites: Successful completion of BUS 160 and completion of 54 semester hours

### BUS 362 Spreadsheet Technology (3SH)

This course covers basic principles and techniques of descriptive and predictive analytics in Excel. What are the essential data analysis concepts underlying business analytics? Topics include descriptive statistics, data visualization, probability, modeling uncertainty, sampling, estimation and confidence intervals, hypothesis testing, analysis of variance, simple and multiple regression analysis, time-series analysis, and forecasting all using an Excel spreadsheet. Emphasizes an understanding of how these tools can support decision-making and analytics initiatives in a business context with real-world examples and case studies. Uses Microsoft Excel for analyzing data sets and creating visualizations. Prerequisites: Successful completion of both BUS 160 and BUS 240 (or MAT 203), and completion of 54 semester hours

### BUS 363 Database Management and Business Intelligence (3SH)

The use of information technology and statistical analysis continues to grow in all sectors of the economy. Along with that growth comes a need for individuals with advanced training in the technology of databases. In this course, databases are studied from the perspective of their logical organization and physical design, as well as from the perspective of managers and application programmers. The database querying language SQL is introduced, and practical applications of databases are considered. Prerequisites: Successful completion of BUS 360

### BUS 364 Data Exploration and Visualization (3SH)

This course prepares students to develop systems to measure, monitor, and predict the evolution of key enterprise variables and performance indicators and present them in the form of usable information supporting the business decision-making process. Students also learn techniques to present analytical results visually and communicate the business insights revealed by analytics effectively. Topics include data warehousing, business reporting and performance management, visual querying, and dashboards. Microsoft Power BI and Tableau will be used in the course. Prerequisites: Successful completion of BUS 360

### BUS 365 Mathematical Theory of Interest (3SH)

Actuaries focus on using math and statistics to evaluate risk and make strategic decisions. This course covers a range of topics relevant to actuaries, including measurement of interest rates, interest theory, and the pricing of bonds, mortgages, annuities, and other financial instruments. This course will also fully cover all content required by the Society of Actuaries Financial Mathematics (FM) Exam and its equivalents. This online class has optional live sessions. Prerequisites: Successful completion of MAT 231

### BUS 366 Probability for Actuaries (3SH)

Actuaries and quantitative professionals deal primarily in probabilities. This course will cover a wide range of topics and introduce you to core probability concepts needed for Actuarial and Quantitative work. By the end of this course, you will learn all of the content required for the Society of Actuaries P Exam - as well as its equivalents - and be able to apply concepts of probability to real-world scenarios. This online course has optional live sessions. Prerequisites: Successful completion of MAT 231, MAT 232, and MAT 233

### BUS 369 Internship in Business Analytics or Actuarial Science (0-12SH)

The Internship in Business Analytics or Actuarial Science course is a supervised work experience in a data analysis setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Business Analytics or Actuarial Science course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of both BUS 360 and BUS 361 and completion of 54 semester hours

### BUS 370 Foundations of Sports Management (3SH)

An introduction to the scope of the sport enterprise including why business is involved in sport and an overall evaluation of sport management as a profession. Overview of managerial theories and applications including responsibilities and practices associated with broad perspectives of sport enterprise. Prerequisites: Successful completion of BUS 340

### BUS 371 Sports in Society (3SH) (Equivalent to PE 220)

Study of sociological factors related to sport and physical activity. Emphasis on the role and impact of sport in society. Topics include ethnic cultures, technology, politics, economics, and the social processes of sport and athletics. Prerequisite: Declared physical education major or Business Administration major.

### BUS 372 Sports Marketing (3SH)

Application of fundamental marketing concepts to the sport industry. Marketing research, promotions, fundraising, advertising, and assessment of marketing programs specific to sport will be covered. The historical development of sport marketing will be included. Prerequisites: Successful completion of BUS 330

### BUS 373 Event and Facility Management (3SH) (Equivalent to PE 344)

A study of current issues and trends that concern the management of sport events and the facilities that host them. Issues include an analysis of each segment in the process of managing events, such as site maintenance, facility planning, renovation of the master plan, and governance of an event.

### BUS 374 Sports Tourism (3SH)

This course examines the relationship between tourism and the sports industry. Specifically it analyzes the development and structure of sports attractions in the tourism industry.

Prerequisites: Successful completion of BUS 373

### BUS 375 Introduction to Esports Management (3SH)

Esports is one of the fastest growing industries, attracting 450 million viewers and generating over \$1 billion in revenue in 2020. This course will introduce students to the history of competitive gaming and will explore its ecosystem. Students will learn to navigate Esports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. Furthermore, students will get firsthand experience in analyzing the space. Prerequisites:

Successful completion of 54 semester hours

### BUS 376 Convention, Event and Trade Show Planning (3SH)

Esports and Gaming companies rely heavily on conventions for marketing. Shows like TGS, PAX and E3 attract audiences from 60,000-300,000 and are tremendous opportunities for companies to generate excitement and drive sales. This course will teach students how to turn a gaming convention into a big win. By the end of this course, students will understand how to handle planning, marketing and logistics for a corporate presence at a major convention.

Prerequisites: Successful completion of BUS 330, BUS 373, and GAM 330

### BUS 379 Internship in Sports Administration (0-12SH)

The Internship in Sport Administration course is a supervised work experience in a sport administration setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Sport Administration course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion BUS 370 and completion of 54 semester hours

### BUS 380 Healthcare Systems and Health Equity (3SH) (Equivalent to HSC 380)

This course is an introduction to the U.S. healthcare system and the practice of healthcare management. The course examines the functions of the healthcare industry and explores the roles and impacts of its various parts, including healthcare inequality. The course also compares and contrasts the U.S. healthcare system with those of other countries.

Prerequisites: Successful completion of completion of 54 semester hours

### BUS 381 Healthcare Informatics (3SH) (Equivalent to HSC 381)

This course examines the process of analyzing patient and other healthcare data to drive change and achieve greater efficiencies in healthcare systems. This course provides an introduction to the programming and scripting skills needed to analyze and explore healthcare related data sets. The objective of the course is to be able to perform statistical analyses of healthcare data and turn it into actionable information to improve healthcare systems. Prerequisites: Successful completion of BUS 160 and BUS 240; completion of 54 semester hours

### BUS 382 Healthcare Economics and Finance (3SH)

This course covers the application of concepts of economics, finance, and accounting to healthcare. The primary topics of the course include tracking and evaluating the financial status of healthcare organizations, how healthcare systems finance growth, analyze issues and trends in healthcare finance, and to use financial information to support healthcare decision making. Prerequisites: Successful completion of BUS 320

### BUS 383 Healthcare Policy and Law (3SH)

This course is an overview of healthcare law in the United States. The course examines the ethical and legal issues that healthcare providers and administrators are confronted with in the modern workforce. The primary objectives of the course are to understand how the legal environment shapes the medical profession and how to analyze and respond to a range of ethical and legal issues. Prerequisites: Successful completion of BUS 220 and completion of 54 semester hours

### BUS 384 Contemporary Issues in Healthcare (3SH) (Equivalent to NUR 311)

This course examines the healthcare system in the United States. The course specifically evaluates the current state of the system, identifies the key issues confronting health care in today's society, examines the root causes and proposes rational solutions to the identified issues. The class will develop an understanding of the unique interplay of the new and changing healthcare industry, technological shifts, workforce environment, research in progress, financial needs, and current regulations of the current healthcare system. Prerequisites: Successful completion of BUS 380 or NUR 301

### BUS 389 Internship in Healthcare Administration (0-12SH)

The Internship in Healthcare Administration course is a supervised work experience in a healthcare setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Healthcare Administration course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of BUS 380 and completion of 54 semester hours

### BUS 399 Special Topics (0-12SH)

To be offered at the discretion of the School of Business. Examples of possible special topics: Development of Economic Thought, "Green Economics" The Environment and Human Economic Welfare, Applied Business Statistics. Prerequisite: Successful completion of BUS 340 or approval of the Dean of the School of Business

### BUS 400 Specialized Business Capstone (3SH)

(Cross Reference: IS 400) This course is designed for graduating seniors who have selected a combination of Business and another field, have learned the basics of interdisciplinary work, have completed course work in both fields, and are ready to work across disciplinary boundaries and articulate their findings. This course completes the student's studies in the Specialized Business concentration with the creation of a capstone work, which will consist of either a substantial capstone project or a substantial research project. The student's capstone work is supported by faculty from the relevant departments.

#### BUS 410 Financial Statement Auditing (3SH)

This course develops and uses a framework for making judgments in a financial statement auditing context. The audit judgment framework includes a deep understanding of concepts such as the audit risk model, audit evidence, audit sampling and others. This framework is applied to most of the financial statement accounts found in a typical business including revenue, receivables, payables, inventory, fixed assets and other accounts. Other topics covered include professional ethics for accountants and the legal and professional environment affecting financial statement audits. Prerequisites: Successful completion of both BUS 310 and BUS 313

#### BUS 420 Financial Planning Capstone (3SH)

This course serves as a capstone class with an emphasis on a comprehensive review of financial planning, retirement and estate planning, risk management and insurance, investment analysis, and taxation. Prerequisites: Successful completion of the following courses: BUS 314, BUS 321, BUS 322, BUS 323, and BUS 324

#### BUS 430 Strategic Marketing (3SH)

This course is a capstone course that allows students to practice key skills they learned in other courses that will reinforce the understanding of more than just traditional marketing principles. In addition, the course explores current trends, effective marketing designs, and long-range marketing strategies that meet the demands of today's dynamic industry. Students will explore industry topics such as: marketing trends, marketing management decision-making, consumer attitudes, niche marketing, advertising strategies, distribution channels, and the use of marketing media. Prerequisite: Successful completion of both BUS 332 and BUS 333

#### BUS 431 Viral and Organic Growth (3SH)

“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. Prerequisites: Successful completion of BUS 334 and BUS 337

#### BUS 440 Leadership (3SH)

This course reviews research and practice in organizational leadership; provides students with self-assessment, developmental exercises, and case studies to prepare students for leadership roles. Prerequisites: Successful completion of both BUS 343 and BUS 344

#### BUS 450 Managing and Growing the Venture (3SH)

This course examines issues related to managing and growing entrepreneurial ventures, focusing on post-launch decisions and actions. Primary topics covered in this course include small business management, business planning, managing people and resources, operational and financing decisions, and other growth and exit considerations. Prerequisite: Successful completion of both BUS 350 and BUS 352

#### BUS 460 Business Analytics Capstone (3SH)

The Business Analytics Capstone Project allows students to apply what they have learned about how to make data-driven decisions to a real business challenge faced by global companies. This course exists to prepare students for the kind of work they will do on Business Analytics teams. Prerequisites: Successful completion of BUS 363. Pre or corequisite: BUS 364 (a grade of ‘C’ or better if BUS 364 already attempted).



#### BUS 461 Actuarial Science and Risk Management with R (3SH)

This course focuses on team-based problem solving in actuarial science & risk management. Students will learn the fundamentals of the R programming language, R Studio and R Markdown, and use these tools to complete a range of projects. Projects vary, but may include bond and loan amortization, analysis of the efficient frontier and the capital asset pricing method, insurance liability & estimates of expected loss. This course culminates in a capstone project that ties together skills from throughout the Actuarial Sciences program.

Prerequisites: Successful completion of BUS 361, BUS 365, and MAT 231

#### BUS 470 Sports Administration (3SH)

This course is designed as a capstone course to explore the business of the sports industry. The objective of the course is to give students insight into working with a sports team, sports organization, or a sports related company. The course utilizes the case methodology to apply general business concepts to sports administration. Prerequisites: Successful completion of both BUS 370 and BUS 372

#### BUS 471 Distribution of Games: The Role of the Publisher (3SH)

The role of a publisher in the games industry is to ensure that a game can get in front of its audience successfully. To do that, a publisher must consider a variety of distribution strategies and channels. This course will teach students how publishers promote games and bring them to market. By the end of this class students will be able to plan a game's launch and promotion. Prerequisites: Successful completion of BUS 376

#### BUS 480 Healthcare Administration (3SH)

This course is a capstone course in Healthcare Administration. Students will learn to apply strategic thinking to healthcare management and complete a major project in which they propose a systemic change to a hospital or hospital system. The objective of the course is to improve student's relevant skills and create a portfolio project to demonstrate proficiency in the field. Prerequisites: Successful completion of both BUS 340 and BUS 380

#### BUS 490 Strategic Management and Business Applications (3SH)

An integrative capstone/assessment course covering the concept of strategy, tasks, and process of business strategy and policy formation and implementation. Particular emphasis is placed on aligning the functional and behavioral processes of the organization to accomplish the corporate mission and objective. Case methodology is applied. Prerequisites: Successful completion of the following courses: BUS 220, BUS 320, BUS 330, and BUS 340 (Course fee required)

#### BUS 495 Experiential Learning in Business (0-12SH)

The application of the business administration course consists of actual work experience in an industrial, commercial, governmental, or institutional setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisites: Completion of 54 semester hours

**BUS 499 Special Topics (0-12SH)**

To be offered at the discretion of the School of Business. Examples of possible special topics: Development of Economic Thought, "Green Economics" The Environment and Human Economic Welfare, Applied Business Statistics. Prerequisite: Successful completion of BUS 340 or approval of the Dean of the School of Business.

**BUS 510 Financial Accounting (3SH)**

This course provides students with a rigorous introduction to financial reports and their use. It begins with accounting basics: 1) accrual accounting principles, 2) the mechanics of the three primary financial statements - the balance sheet, the income statement, and the statement of cash flows, and 3) basic financial statement analysis. The course then covers in greater detail several of the most important areas of financial reporting, such as fair value accounting and long-term obligations. The course concludes with a module introducing students to key concepts in managerial accounting.

**BUS 520 Financial Management (3SH)**

This course studies the effects of time and uncertainty on decision making. Topics include discounted cash flow valuation, stock and bond valuation, the term structure of interest rates, bond duration, capital budgeting under certainty and uncertainty, portfolio theory, asset pricing models, and efficient markets. The goal of this course is to teach you to solve real problems using regression analysis and related statistical techniques for quantitative analysis of data. By the end of the course, you should understand what regression is and how to apply it in a variety of decision-making contexts. As well as understanding the statistical theory underlying regression, you should become familiar with a number of applications of regression in areas such as finance, marketing, and management.

**BUS 530 Marketing Strategy (3SH)**

This course takes an analytical approach to the study of marketing problems of business firms and other types of organizations. Attention focuses on the influence of the marketplace and the marketing environment on marketing decision making; the determination of the organization's products, prices, channels, and communication strategies; and the organization's system for planning and controlling its marketing effort.

**BUS 540 Fundamentals of Management (3SH)**

This course provides a foundation for learning the key management principles. This course uses a variety of learning activities that are based on real-world examples. Students analyze and evaluate the major management principles and learn ways in which managers use resources to manage organizational goals through planning, organizing, leading, and controlling. In this course, students will focus on the planning and organizing management functions. Planning involves the defining of goals for future performance and creating ways to obtain those goals. Organizing involves the assigning and grouping of tasks and allocating the necessary resources.

**BUS 550 Management Communications (3SH)**

Effective communication is critical in the workplace — it is essential to an organization's ability to meet its goals and directly impacts one's individual success as an employee, team member, and leader. In this course, we will take a deep look at how organizations communicate to their internal and external stakeholders while building each student's oral and written communications capabilities for business audiences.

*BUS 560 Creating an Ethical Organization (3SH)*

Ethical awareness and sound judgment are essential for individual success and organizational effectiveness. In this course, we will examine the ethical aspects of individual and corporate decision making and provide practical resources for making ethical decisions within the business context.

*BUS 641 Leadership and Team Management (3SH)*

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. This is accomplished through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design.

*BUS 642 Global Initiatives in Management (3SH)*

This course is an international business course designed to provide students with an introduction to the unique business opportunities, management practices, and market dynamics of a specific country or region of the world. This course is focused on gaining knowledge of how a multinational corporation competes successfully in the marketplace, with a particular emphasis on the MNC's global strategy levers and organizational factors within the context of its industry globalization drivers.

*BUS 643 Negotiations (3SH)*

This course is designed to improve students' skills in all phases of negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multiparty negotiations, to buyer-seller transactions and the resolution of disputes, to the development of negotiation strategy and to the management of integrative and distributive aspects of the negotiation process. The course is based on a series of simulated negotiations in a variety of contexts including one-on-one, multi-party, cross-cultural, third-party, and team negotiations. This course will cover important topics regarding strategic negotiations, negotiation preparation, buyer-supplier relationship assessment, and international negotiations.

*BUS 649 Business Strategy and Decision Making (3SH)*

An analysis of how firms create and capture value, how industry structure affects firms' abilities to create and capture value, how firms can develop a competitive advantage, and the ability to systematically outperform their competitors. The course emphasizes both recognizing the tradeoffs that are inherent in strategy decisions, and understanding how those trade-offs play out in different economic contexts. Develop and refine your strategic decision-making skills as an individual and in working with a management team. Learn key decision-making concepts and processes necessary for developing and implementing long-term strategies that create a competitive advantage for your organization. Understand factors that impact individual and group decision-making processes as well as tools and techniques to improve strategic decision making. Learn how to avoid common decision-making errors and blunders that lead to failure in the competitive marketplace.

*BUS 699 Special Topics (3 SH)*

Offered at the discretion of the graduate faculty to be substituted for an appropriate core BUS graduate course.

## **Chemistry Course Descriptions (CHE)**

### *CHE 101 General Chemistry I (3SH)*

A course in basic chemical principles. Topics include: periodicity, stoichiometry, chemical and nuclear reaction types, coordination chemistry, atomic and molecular nomenclature, structure, and properties. Prerequisite: MAT 103 or its equivalent.

### *CHE 101L General Chemistry I Laboratory (1 SH)*

Development of laboratory and mathematical skills through experiments designed to illustrate chemical concepts. Pre- or corequisite: CHE 101. Lab fee required.

### *CHE 102 General Chemistry II (3SH)*

An introduction to the principles of chemical kinetics and thermodynamics and their application to chemical reactions, with an emphasis on solution chemistry.

Prerequisites: CHE 101.

### *CHE 102L General Chemistry II Laboratory (1 SH)*

A continuation of CHE 101L, focused on the development of quantitative and analytical laboratory skills. Pre- or corequisite: CHE 102. Lab fee required.

### *CHE 201 Forensic Science (3SH)*

An introduction to the principles of Forensic Science including: inorganic and organic characterization techniques, DNA and blood analysis and other various crime scene investigation techniques. This class does not count toward a major or minor in chemistry.

Prerequisites: CHE 101 and BIO 110.

### *CHE 203 Environmental Chemistry (3SH)*

Explore the fascinating connection between chemistry and the environment in our Environmental Chemistry course. This course provides a deep understanding of how chemical processes impact nature, living organisms, and ecosystems. We'll tackle environmental issues like pollution and climate change from a chemical perspective, giving you the knowledge and skills to address these challenges. This course is designed for students with a basic understanding of chemistry and covers topics such as pollutants, chemical balance in the environment, and practical solutions for pollution. Join us for hands-on activities and discussions, where you'll develop critical thinking and problem-solving skills related to environmental issues. Perfect for students in chemistry, environmental science, biology, or related fields. Prerequisites: CHE 101 and CHE 101L.

### *CHE 223 Quantitative Analysis (3SH)*

An introduction to quantitative analytical chemistry including instrumentation. Data treatment, ionic equilibria, elementary electrochemical, spectrochemical, gravimetric, and volumetric techniques.

### *CHE 223L Quantitative Analysis Laboratory (1SH)*

Experiments designed to illustrate the principles of quantitative analytical chemistry covered in CHE 223. Pre- or corequisite: CHE 223. Lab fee required.

### *CHE 351 Organic Chemistry I (3SH)*

A survey of the structure, nomenclature, properties, and reactions of carbon compounds. Fundamental reaction types are studied in detail. Prerequisites: CHE 102, 102L. Corequisite: CHE 351L.

### *CHE 351L Organic Chemistry I Laboratory (1SH)*

A study of the techniques for synthesis, purification, and characterization of carbon compounds. Prerequisites: CHE 102, 102L. Pre- or corequisite: CHE 351. Lab fee required.

*CHE 352 Organic Chemistry II (3SH)*

A continuation of CHE 351 emphasizing the chemistry of aromatic and carbonyl compounds. Prerequisites: CHE 351, 351L. Corequisite: CHE 352L.

*CHE 352L Organic Chemistry II Laboratory (1SH)*

A continuation of CHE 351L including more challenging syntheses as well as qualitative analysis of carbon compounds. Prerequisites: CHE 351, 351L. Pre- or corequisite: CHE 352. Lab fee required.

*CHE 381 Physical Chemistry I (3SH)*

The laws of thermodynamics, chemical kinetics, electrochemistry, and their application to physical and chemical changes of state. Prerequisites: CHE 102, CHE 102L. Pre- or corequisites: PHY 203, PHY 203L, MAT 231. (Offered in alternate years)

*CHE 382 Physical Chemistry II (3SH)*

Quantum mechanics of model systems and molecular spectroscopy with discussion of practical applications of spectroscopy. Prerequisites: CHE 102, CHE 102L, Pre- or corequisites: PHY 204, PHY 204L, MAT 231. (Offered in alternate years)

*CHE 382L Physical Chemistry Laboratory (1SH)*

Experiments designed to illustrate the principles of physical chemistry covered in CHE 381 and CHE 382. Pre- or corequisite: CHE 381 or CHE 382. Lab fee required. (Offered in alternate years)

*CHE 401 Analytical Chemistry (3SH)*

An integrated view of the theories and methods for solving various problems in chemical analysis, including traditional methods of quantitative analysis and contemporary methods in analytical instrumentation. Emphasis on clear definition of analytical problems, selection of appropriate methodologies to solve them, selection of acceptable limits of accuracy and precision, and proper evaluation, interpretation and optimization of data. Prerequisites: CHE 102, CHE 102L. (Offered in alternate years)

*CHE 401L Analytical Chemistry Laboratory (1SH)*

Development of skills in traditional and contemporary analytical techniques, including acid-base titration, precipitation, complex formation, and oxidation-reduction reactions. Instrumental techniques include spectroscopy (infrared, visible, ultraviolet, and fluorescence), chromatography, mass spectrometry, and electrochemical methods. Pre- or corequisite: CHE 401. Lab fee required. (Offered in alternate years)

*CHE 402 Advanced Inorganic Chemistry (3SH)*

Atomic structure, bonding theory, symmetry and group theory, molecular orbitals, chemistry of the main-group elements, coordination chemistry, and organometallic chemistry. Prerequisites: CHE 102, 102L. (Offered alternate years)

*CHE 402L Advanced Inorganic Chemistry Laboratory (1SH)*

Experiments designed to illustrate the principles of inorganic chemistry covered in CHE 402. Pre- or corequisite: CHE 402. Lab fee required. (Offered in alternate years)

*CHE 461 Introduction to Biochemistry (3SH)*

(Cross Reference: BIO 461) A one-semester, non-laboratory study of carbohydrates, lipids, proteins, nucleic acids, vitamins and enzymes. Prerequisites: BIO 110, CHE 351, 351L, 352, 352L; or permission of the instructor. (Offered in alternate years)

*CHE 490 Research in Chemistry (0-3SH)*

Directed independent novel laboratory research in chemistry. This course may be repeated for additional credit. A final written report is required each time the course is elected.

Prerequisite: permission of the instructor.

*CHE 199, CHE 299, CHE 399, CHE 499 Special Topics (1-12SH)*

To be offered at the discretion of the chemistry faculty in areas such as: polymer chemistry, bio-organic chemistry, physical organic chemistry, environmental chemistry, or statistical mechanics. May be repeated for credit when topics vary. Lab fee may be required.

**Chinese Course Descriptions (CHI)**

*CHI 101 Elementary Chinese I (3SH)*

This is the first introductory course to Mandarin Chinese. It provides an introduction to the fundamentals of the Mandarin Chinese language. It emphasizes pronunciation, basic everyday conversational proficiency, principles of character formation, vocabulary and elements of grammar needed to develop communicative competence in Chinese at a basic level. In addition, it aids students in understanding the connection between Chinese language and culture and helps students develop survival skills in an authentic Chinese setting. Native speakers may take this course for Pass/Fail credit only with permissions of the instructor.

*CHI 102 Elementary Chinese II (3SH)*

This is the second introductory course to Mandarin Chinese. It provides an introduction to the fundamentals of the Mandarin Chinese language. It emphasizes pronunciation, basic everyday conversational proficiency, principles of character formation, vocabulary and elements of grammar needed to develop communicative competence in Chinese at a basic level. In addition, it aids students in understanding the connection between Chinese language and culture and helps students develop survival skills in an authentic Chinese setting. Native speakers may take this course for Satisfactory/No credit only with permission of the instructor. Prerequisite: CHI 101 or the equivalent.

*CHI 135 The Culture of China (3SH)*

This course will introduce students to common knowledge about Chinese culture, such as customs, values, beliefs, taboos, and language. In the process of exploring traditional Chinese values, Chinese cuisine, calligraphy, gongfu, and performing arts will be also included. The course will also examine how the cultural exchange and intercultural communication between the different ethnic groups have constituted Chinese culture and the historical role of China in the global context. No prior knowledge of Chinese language or culture is required for this course.

*CHI 201 Intermediate Chinese I (3SH)*

This is the first half of an intermediate level course in Mandarin Chinese. As the continuation of Elementary Chinese, this course focuses on reinforcing four language skills: speaking, listening, reading, and writing, in order to enhance the students' oral and written communication. It also includes additional aspects of Chinese culture. Prerequisites: CHI 102 or the equivalent.

*CHI 202 Intermediate Chinese II (3SH)*

This is the second half of an intermediate level course in Mandarin Chinese. As the continuation of Elementary Chinese, this course focuses on reinforcing four language skills: speaking, listening, reading, and writing, in order to enhance the students' oral and written communication. It also includes additional aspects of Chinese culture. Prerequisites: CHI 201 or the equivalent.

*CHI 2012 Intensive Intermediate Chinese (6SH)*

This is an intensive intermediate level course in Mandarin Chinese. As the continuation of Elementary Chinese, this course focuses on reinforcing four language skills, speaking, listening, reading, and writing, in order to enhance the students' oral and written communication. Advanced study of Chinese culture is included. Prerequisite: CHI 102 or the equivalent.

*CHI 210 Intermediate Oral Communication Abroad (3SH)*

This course focuses on speaking and listening to meet the practical needs of students and will help students to better understand Chinese societies. This knowledge will help them understand the connection between language and culture, which will, in turn, help them develop survival skills in an authentic Chinese setting. This course also promotes the acquisition of a broader range of vocabulary and idiomatic expression. Prerequisite: CHI 102 or equivalent. (Offered on approved study abroad trips only)

*CHI 220 Experiencing Chinese Culture in China (3SH)*

This is a unique Chinese culture course that will be taken at a university in China. This course consists of four parts: Tai Chi; Chinese calligraphy and painting or Chinese crafts; history of famous sites in China; and basic survival Chinese dialogues and practice in real Chinese-speaking settings. No prior knowledge of Chinese language or culture is required. (Offered on approved study abroad trips only)

*CHI 230: Chinese Science Fiction (3 SH)*

Major works of Chinese science fiction have found new and eager audiences in the West, but what do they mean to the country that produced them? This course will explore the genre of Chinese literary science fiction from its origins through to the major writers working today. All works will be made available in English translation — no prior knowledge of China or Chinese is necessary.

*CHI 240: The Story of Chinese Martial Arts Fiction (3 SH)*

From Bruce Lee to Shang-Chi, kung fu stories have been international pop culture dynamite for well over fifty years now, but where does the genre come from and where is it going? This course will explore the history of Chinese martial arts narrative from its origins in traditional Chinese literature and stage performance, through its rise in Hong Kong cinema, to its explosion in the multimedia landscape of the 21st century. All works will be made available in English translation — no prior knowledge of China or Chinese is necessary.

*CHI 301 Advanced Chinese I (3SH)*

This is the first half of the advanced level Chinese course. This course is designed to further develop students' proficiency in speaking and reading through short essays and articles on and discussions of socio-cultural topics relevant to today's China. Besides learning to read and comprehend a variety of texts from Chinese newspaper/magazine articles, students will also be trained to comprehend authentic spoken Mandarin Chinese, applying appropriate socio-cultural norms and be able to write medium length essays in proper format. Prerequisite: CHI 201 or CHI 2012, or equivalent.

*CHI 302 Advanced Chinese II (3SH)*

This is the second half of the advanced level Chinese course. This course is designed to further develop students' proficiency in speaking and reading through short essays and articles on and discussions of socio-cultural topics relevant to today's China. Students will learn more sophisticated vocabulary, syntactic structures, and pragmatic usages from Chinese newspaper/magazine articles. Students will also be trained to comprehend authentic spoken Mandarin Chinese, applying appropriate socio-cultural norms and be able to write medium length essays by using sophisticated vocabulary in a proper format. Prerequisite: CHI 301 or equivalent.

*CHI 405 Practicum in Chinese (1-6SH)*

This course will provide internship opportunities in the United States or China. This course may be repeated for additional credit.

*CHI 199, 299, 399, 499 Special Topics*

To be offered at the discretion of the department.

**Coker University Courses (CU, CW, CAP, RES)**

*CU 101 Coker University 101 (1SH)*

This course is designed to integrate first-year students academically and socially into the university environment. The students will develop an understanding of the liberal arts education, an appreciation of the values and traditions behind the Coker University experience, and a strong sense of belonging to the University community. The course will improve learning and thinking skills as well as self-management. Additionally, students will be required to attend four wellness activities sanctioned by the Campus Activities program.

*CU 102 Career and Major Exploration (1SH)*

This course is designed to provide an overview of the academic curriculum for students who have not declared a major. Students will explore all academic programs and/or departments to learn about courses of study and career opportunities in each major. The seminars will guide students through projects and assessments in which they will identify their interests, values, skills, and abilities to help them define and clarify their academic and career plans. This course is required for freshmen in the day program who have not declared a major. Students who have selected a major may substitute a departmental freshman seminar course when available.

*CC 130 Technology Literacy (3SH)*

This course serves to increase students' technological knowledge and skills by presenting the fundamentals of various learning platforms and operating systems. Among various topics, students will discuss how to use technology ethically and appropriately to facilitate professionalism.

**Coker Wellness (CW) activity courses (1SH)**

These courses are designed to help students explore topics that can help increase wellness and provide a foundation for a healthy lifestyle. Topics vary by semester and are taken on a Satisfactory / No Credit (S / NC) basis. Priority will be given to students who have not fulfilled the Coker Wellness requirement. Having completed a Coker Wellness requirement, students may add an additional Coker Wellness class if space is available during drop/add. Possible courses include:

- CW 101 Yoga for Beginners
- CW 102 Zumba
- CW 103 Meditation
- CW 104 Stress Management
- CW 105 Ultimate Frisbee



CW 106 Pilates  
CW 107 Circuit Walking  
CW 108 Jogging  
CW 109 Golf  
CW 111 Soccer  
CW 112 Tennis  
CW 113 Weight Training  
CW 114 Yoga for Anxiety  
CW 115 Basketball  
CW 116 Dance Technique for Non-Majors  
CW 117A Financial Wellness: Financial Stability after College  
CW 117B Financial Wellness: Debt as a Tool  
CW 117C Financial Wellness: Preparing for Retirement  
CW 117D Financial Wellness: Wealth Preservation and Protection  
CW 118 Softball  
CW 119 Self Care

*CAP 300 It's Your Story: Pillars in Action (3SH)*

Students will develop scholarly work unifying their experiences from each set of Pillars coursework. The scholarly work is based on specific learning objectives from their Integrated Knowledge and Engaged Learning Pillar courses. Prerequisites: ENG 112, LIB 101, and student has taken at least 5 of the 6 required general education Pillar courses, or has an approved Customized Course of Study. Capital designated course.

*RES 290 Research, Scholarship, or Creative Inquiry (0-1 SH)*

Independent student research experience under the direction of a faculty mentor. Coker University defines student research as a mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge. Students will be strongly encouraged to present their research at Coker's annual student research symposium or at a local, regional, or national professional conference.

**Communication Course Descriptions (COM)**

*COM 101 Speech Communication Skills (3SH)*

The development of speech communication skills for public speaking, group discussion and interviewing in formal and informal situations. The course will also help students develop the critical thinking skills needed for the oral expression of ideas.

*COM 110 Strategic Public Relations (3SH)*

Modern companies are increasingly focused on their public image and brand. This has created a significant demand for employees with an understanding of how to message complex issues to a wide audience. This course will introduce you to Public Relations theory and how business and communication strategies are interrelated. For the final project, you'll take on the role of communications director and create a holistic strategic PR plan. This online class has optional live sessions.

*COM 150 Introduction to Communication Studies (3SH)*

Introduction to Communication Studies provides a foundation for students to better understand core elements of rhetoric, media communications, and communication studies. This course helps students to make sense of themselves as writers, readers, speakers, and listeners in the communication world.

Students will orient themselves as communicators in the major and across the institution.

*COM 201 Advanced Public Speaking (3SH)*

This is an advanced course that resumes introductory training in public speaking. Emphasis will be on real-world speaking situations. The course combines theory and practice. The course will highlight the use of persuasive presentations techniques as well as a study of various speaking models. The course will include extensive feedback from both the instructors and peers. The intent of the course is to advance students' ability to deliver polished and informed public presentations adapted to a wide range of audiences and speaking situations.

*COM 210 Public Relations Tactics (3 SH)*

This course provides students with a range of Strategic Communications and Public Relations tactics that they can deploy to create effective, targeted messaging. The primary focus will be on translating principles and theory to applicable actions.

Prerequisite: Successful completion of COM 110

*COM 260 Environmental and Sustainability Communication (3SH)*

(Cross Reference: ES 260) This course introduces students to the basics of environmental and sustainability communication studies. By way of an exploration of various scholarly and popular media, this course will identify and analyze familiar expressions and forms of communication (genres, tropes, such as metaphors and synecdoche, and cultural narratives) central to environmental sustainability communication. The focus will be on how different ideas and issues related to environmentalism and sustainability are circulated, used, and contested by different cultural, social, and political communities.

*COM 285 Argumentation (3SH)*

This course explores the ways one can defend and oppose certain propositions, it considers how to argue in a convincing yet inviting way with acquaintances and strangers, and it recognizes the strategies people use in making arguments. The course focuses on developing students' ability to construct sound, meaningful, evidence-based reasoning. Students exercise character attributes that lead to productive, edifying, healthy exchanges.

Prerequisite: COM 101.

*COM 289 Film Criticism (3SH)*

(Cross Reference: THE 289) This course introduces students to the ways film communicates and creates messages through storytelling and production techniques. From this course, students will learn critical and interpretative approaches in order to gain an appreciation of various film genres, styles, historical influences, and cultural impacts. Students will practice how to write about and discuss films critically.

*COM 290 Intercultural Communication (3SH)*

This course engages with contemporary theories of identity. The course views identity as a construction, negotiation, and a process of communicative messages, and embraces an intersectional investigation of identity, such as race, class, gender, sexuality, and religion. The aim of this course is to provide students with a greater understanding of how identity is communicated and provide the ability to discuss and argue issues of identity with others.

*COM 295 African American Rhetoric (3SH)*

(Cross Reference: AAS 295) This course surveys the contributions of African American orators such as Martin Luther King Jr., Malcolm X, Barbara Jordan, Fannie Lou Hamer, Tupac Shakur, and Muhammad Ali to American public culture. The course will study African-American rhetoric as manifested in speeches, essays, and other rhetorical artifacts. Emphasis will be on Afrocentric and traditional approaches to rhetorical theory and criticism.

*COM 302: Communicating in a Democracy (3SH)*

(Cross Reference: POL 302) This course examines the role of communication in democratic political systems. A specific focus will be on the relationship between rhetoric and civic engagement. The course will introduce students to ancient and modern expressions of democratic discourse. Capital designated course.

*COM 304: Visualizing Social Justice (3SH)*

(Cross Reference: AAS, ART, and THE) Artists and activists have employed many forms of communication to bring attention to injustices. In addition, these forms often attempt to move people toward action against such injustices. This course will study artifacts and monuments whose purposes are to visualize social justice. Capital designated course. (Activity fee required)

*COM 305 Strategies of Persuasion (3SH)*

This is a course designed to provide students with an overview of various theories of persuasion in American society while at the same time making students critical consumers of persuasion as well as more effective producers of persuasive communication tools.

*COM 307 Public Opinion (3SH)*

(Cross Reference: POL 307) An introduction to the major theories regarding the dynamics of public opinion and the major methods of opinion assessment. Focuses on mass media, propaganda and contemporary social and political issues. Students will conduct a public opinion survey.

*COM 311 Visual Communication in Marketing and Society (3SH)*

This course surveys theories of visual communication as employed in marketing, popular culture, mass media, and merchandising. This course provides a general study of visual composition and meaning-making by way of cultural, business, and psychological approaches.

During this course, students will analyze and design visual messages.

*COM 321 Voice and Diction (3SH)*

(Cross Reference: THE 321) A practical study of the structure and uses of the human vocal mechanism, as applied to standard American speech. The student will work toward improvement of diction and articulation and will develop an ability to recognize and reproduce regional dialects and rhythmic patterns.

*COM 330 Communication Theory (3SH)*

An introduction to theories of interpersonal and public communication, using approaches drawn from the humanist tradition, the behavioral sciences, and linguistics and semiotics. Prerequisite: COM 150, or permission of instructor

*COM 331 Communication Research Methods (3SH)*

An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology and sociology. Interested non-majors are also welcome. Prerequisite: COM 150, or permission of instructor.

*COM 335 History of Media (3SH)*

This course examines the history and development of the media. Particular attention will be paid to the 19th, 20th, and 21st centuries, and the role of media as an institution and an agent of change across time. Students will especially examine the ways that moments of continuity and moments of change have shaped the way we understand media institutions and their broader roles in contemporary societies.

*COM 340 Popular Culture (3SH)*

This course explores popular cultural artifacts and practices in everyday life. It considers how aspects of a cultural environment, like movies, clothing, food, sports, video games, recreation, music, and other forms of expression reflect and promote certain values, narratives, and stereotypes. Students identify and analyze messages (re)produced in popular culture. Prerequisite COM 101 or permission of the instructor.

*COM 347 Rhetoric and Civic Controversy (3SH)*

(Cross Reference: POL 347) This course studies the art and practice of rhetoric in contemporary society. Students examine national controversies to understand how people depend and utilize arguments in civic life. This course seeks to enhance students' rhetorical capacities to discern the perspectives, assumptions and promises of others; it focuses on the means by which students can respond to conflict and concord in their communities.

*COM 350 Broadway and Hollywood Musicals in the Twentieth Century (3SH)*

(Cross Reference: MUS 350, THE 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theatre repertoire written for both stage and screen, and will include works written from the 1910s to the present. Most works studied will be of three types: 1) shows originally written for the stage, 2) movie versions of staged shows, and 3) original movie musicals. Class activities will include comparisons of stage versus screen versions; analysis of song lyrics and song forms; visual, dramatic and character analysis; and analysis of the variety of musical styles found in musical theatre. Class content will also include the cultural and economic history of musical theatre and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 112.

*COM 355 Crisis Communications (3SH)*

As companies are increasingly taken to task for their errors, the ability to successfully respond to a crisis can mean the difference between weathering a storm or facing collapse. In this course, you will learn how to develop and execute crisis communications strategies for the private and public sectors. By the end of the course, you will be able to help an organization respond confidently and effectively to a wide range of problems. This online class has optional live sessions. Prerequisites: successful completion of COM 150 and COM 290

*COM 360 Studies in New Media (3SH)*

What are the implications of new media? How are emerging technologies changing the ways that we live, study, and work in our daily lives? This course will provide students with opportunities to consider what's new about the new media environment and what that relative "newness" teaches us about the changing communication environment.

*COM 361 Media and Social Change (3SH)*

This course will examine the relationship between mass media and social change. Particular emphasis will be placed on the role of media and communication in social environments, especially those social movements in the 20<sup>th</sup> century where mediated communication and/or mass media coverage has helped reflect, if not reinforce, the underlying goals of the movement(s).

*COM 362 Media and Memory (3SH)*

Media impact the ways that we remember and forget. What does it mean to remember, and to forget, in our changing media environment? This course will provide students with the tools to broadly examine how memory is evolving in the present-day, what memory (and remembering and forgetting) have meant in the past, and what memory may mean in the future.

*COM 363 Media and Politics (3SH)*

This course will examine the relationship between media and politics. Particular attention will be given to the ways that various media and various political entities (individuals and institutions) communicate with and about one another to the mass public(s). Students will examine the history and development of the relationship between media and politics, and use this foundational understanding to more fully appreciate the present-day interactions between these two interlinked areas.

*COM 365 Organization Communication (3SH)*

This course is a study of the theory, process and practice of communication within and by organizations. The course discusses the theories of organizational structure and develops an understanding of how organizations use communication to help achieve objectives. The course also includes work on specific tactics organizations use to communicate their messages to various internal and external audiences.

*COM 367 Corporate and Community Communication (3 SH)*

This course is designed to provide students with an overview of how the media operates in different settings, and specifically within corporate and community settings. The emphasis of the course is on the ways that public relations is a tool used by organizations and individuals to accomplish clearly defined goals. Through a case study approach, this course will assist students as they develop basic skills in accessing and creating media.

*COM 370 Writing for the Media (3SH)*

This course explores various media formats and introduces students to the writing styles necessary to communicate effectively within these formats. A special emphasis of this course is on public relations material, so students will write and design material for public relations purposes. Prerequisite: ENG 112 or permission of the instructor.

*COM 380 Religion and Rhetoric (3SH)*

Religion is often understood in two ways: it either helps society or hurts it, it chains people's minds or frees them, or it's something that should inform government or be completely absent from state functions. This course seeks to overcome that either-or thinking about religion and approach it from a rhetorical perspective. Such a perspective allows us to see how religion impacts our speech, politics, sense of America, popular culture, and our communities. From the Puritan migration to Hip-Hop music, this course looks at a variety of cases and texts as a way to answer this central question - how do speakers use religion to persuade, and how does it use us? Prerequisite: COM 101.

*COM 450 Strategic Communications Capstone (3SH)*

This course serves as a capstone to the Strategic Communications and Public Relations Major. It primarily consists of a semester-length communication research project that students will use to synthesize and hone the skills that they have developed through the course of their college careers. Students will have the opportunity to present their research and findings to experts within the field and will leave the course with a portfolio project to show prospective employers. Prerequisites: COM 110, COM 210, COM 331, Junior Standing

*COM 460 Communication Seminar (3SH)*

Advanced study of important works in the field of communication. Students will do research papers or projects in their areas of interest. Prerequisites: Junior standing and 12 hours in communication including COM150 and COM 330.

*COM 190, COM 390, COM 490 Internship (1-12SH)*

Designed to give communication majors academic credit for experience acquired in supervised work in the field of communication. Internships are arranged in areas such as journalism, broadcasting, public relations and corporate communication. Students will meet with their advisors and the Director of Career Services to arrange internship placements. Internships will be supervised by trained personnel and evaluated by faculty in the communication program. May be repeated for credit at a different internship site. A student may not receive more than a total of 15 hours of credit for internship and student publications courses. No more than 12 hours of internship credit may be taken in any one internship. A student may not apply to the major more than a total of 9 semester hours of credit for internship and student publications courses.

*COM 199, COM 299, COM 399, COM 499 Special Topics (1-12SH)*

Courses offered at the discretion of the communication faculty in areas such as: media history, theory and criticism; rhetorical history, theory and criticism; interpersonal and group communication; journalism. May be repeated for credit when topics vary.

**Computer Science Course Descriptions (CS)**

*CS 110 Computer Science I (4SH)*

An introduction to computer architecture, computer systems, number systems, logic circuits, and current software applications; fundamentals of computer programming and problem-solving using a high-level programming language applied to real-world examples; basics of program-writing environment, simple data types, expressions, control structures, iteration, functions, and arrays. CS 110 includes a one-semester hour laboratory course, with two laboratory hours per week. Prerequisite: MAT 103.

*CS 111 Computer Science II (4SH)*

Continuation of CS 110 Computer Science I including procedural and object-oriented programming techniques. Introduces abstract data types (ADTS) and linked data structures. CS 111 includes a one-semester hour laboratory course, with two laboratory hours per week. Prerequisite: CS 110.

*CS 210 Data Structures and Algorithm Analysis (4SH)*

A study of sparse arrays, stacks, queues, linked lists, graphs, sorting and searching algorithms and hashing functions. CS 210 includes a one-semester hour laboratory course, with two laboratory hours per week. Prerequisite: CS 110.

*CS 220 Introduction to Database (3SH)*

An introduction to concepts and applications of relational databases. Evolution of database systems, analysis, and design of schema with practical applications included. Prerequisite: CS 110.

*CS 301 Assembly Language (3SH)*

An introduction to assembly language including linkers, loaders, macro processors and system architecture. Prerequisites: CS 110 and one other computer science course.

*CS 330 Web Programming (3SH)*

Introduction to CGI, ASP, scripting, and configuration of web servers, creation of dynamic web pages using forms and database input. Programming will be done mostly in JavaScript and PHP. Prerequisite: CS 111.

*CS 340 Computer Organization (3SH)*

Basic computer architecture and organization, including registers, bus, CPU, ALU, RAM, and I/O using digital logic. A virtual computer system and the associated assembly language will be used for elaborating basic digital computing concepts. Students will also build a virtual computer with a logic simulator and create their own machine code instruction set in which to write simple programs. Prerequisite: CS 250.

*CS 370 Graphical User Interface (3SH)*

Introduction to event-driven programming, including concepts and techniques in designing graphic user interface, programming standards, objects, controls, events, methods, properties, data validation, format output, sequential and database files, and advanced material from component libraries. Prerequisite: CS 111.

*CS 375 Computational Methods (3SH)*

(Cross Reference: MAT 375) An introduction to computational and numerical mathematics. Topics include computer arithmetic, error propagation, roundoff error, root finding methods, numerical differentiation, numerical integration, and polynomial interpolation. Prerequisite; MAT 232, CS 110 or permission of the instructor.

*CS 491 Seminar I (1SH)*

*CS 492 Seminar II (1SH)*

*CS 493 Seminar III (1SH)*

This capstone course sequence is intended to give students exposure to research in mathematics or computer science, presentation skills, and technical writing. Students will work with an assigned faculty member to select a research topic. With minimal supervision from faculty, students are expected to research appropriate resources, analyze and solve problems related to the content topic and its applications, organize and deliver presentations using technology, and write a final paper. For one of the seminar courses, students may participate in a practicum in which they are supervised in a content-related work environment. Students are expected to show growth during the sequence in the areas of creative and analytical thinking, and effective writing and speaking, and demonstrate in 493 that they can do senior-level work. Prerequisites: Junior or Senior standing in the major, MAT 231 and nine additional hours toward the major, or permission of the instructor.

*CS 199, CS 299, CS 399, CS 499 Special Topics (1-12SH)*

To be offered at the discretion of the computer science faculty either as a directed research project or for non-listed course offerings such as: Computer Graphics, Computer Games, Operating Systems, Computational Linear Algebra, or High Performance Computing.

**Computer Technology (CTE)**

**CTE 101 Internet History, Security, and Technology (3SH)**

To thrive in today's digital world, you need to understand the system that powers it. This course – built in collaboration with Google – will explore the internet and show you how it works. This class focuses on hands-on learning of important topics like cybersecurity, networking, and programming. By the end, students will be able to evaluate their options for a rewarding career in technology.

### CTE 201 Google Cloud Computing Foundations (3SH)

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. Prerequisites: Successful completion of CS 110

### **Criminology Course Descriptions (CRIM)**

#### *CRIM 105 Introduction to Criminal Justice (3 SH)*

This course will cover the basic principles of the criminal justice system. Students will be introduced to policing, corrections, the criminal court process, and legal procedures, among other fundamentals of the criminology discipline. Students will understand the nature of crime, policing, parole, probation, the criminal court system, corrections, and legalities. Furthermore, students will gain a broader understanding about how criminal justice systems present major issues for social understanding, including the role of diverse persons, and understand the role of ethics and morality in policing, courts and corrections.

#### *CRIM 197: Career Exploration in Criminology and Criminal Justice*

This course was designed to expose Criminology majors to future career paths, requirements for entry into professions within the criminal justice system, graduate school requirements, and professionalism in the workplace. Students will be taught how to create and update their resumes, as well as how to plan for success in future employment opportunities. Additionally, students will leave the class with knowledge of the Criminology program at Coker University, the expectation, requirements, and internship and networking opportunities.

#### *CRIM 200 Introduction to Criminology (3SH)*

An introduction to the study of crime focusing on criminological theory; crime data sources; legal definitions of crime; types of crime, including homicide, sexual assault, theft, white collar and organized. Basic criminal justice system functions are covered. This course satisfies a General Education Program behavioral science requirement for non-criminology majors.

#### *CRIM 201 Theories of Crime (3SH)*

This course provides a broad overview of sociological and interdisciplinary theories of criminal behavior and social control. This course describes the role of theory in crime scholarship. It surveys the major schools of thought related to crime causation (sociological, psychological, and biological) and particular theories about crime and delinquency, places these theories in historical context, and reviews some of the primary assumptions of the theories and conclusions reached from criminology research. Prerequisite: Successful completion of CRIM 200 with a "C" or higher.

#### *CRIM 203 Statistics for Behavioral Science (3SH)*

(Cross Reference: PSY 203 SOC 203) Introduction to the use of descriptive and inferential statistics in evaluation of behavioral science data. Prerequisite: MAT 103. Students are also recommended to take MAT 203 Elementary Statistics prior to taking this course.

#### *CRIM 206 Family Violence (3SH)*

An introduction to the study of violence within the family including: styles of violence within the family, personal response to family member violence, communal response to family violence, legal policies, and trends of family violence across the race, class, and gender spectrum.



*CRIM 324 Sports, Crime, and Society (3SH)*

(Cross Reference: SOC 324) This course applies sociological and criminological theories to sport to demonstrate how sport can be viewed as a microcosm of the society in which it exists. The interaction of crime and sport is analyzed through various lenses including, the role of sport as it pertains to crime, subculture, deviance, white-collar crime, domestic violence, and unintended consequences of sport in the United States and abroad.

*CRIM 325 Violence and Victimology (3SH)*

This course introduces students to victimization theories, historical perspectives and treatment of victims, and contemporary themes in victimology. Special attention will be dedicated to three areas of victimization: nonviolent, violent, and international. Capital-designated course. Prerequisite: CRIM 200 with grade C or above.

*CRIM 327 Death Penalty in America (3SH)*

This course exposes students to the historical context of the death penalty in the United States. Students will analyze current trends, Supreme Court cases, and exonerations with additional emphasis on religion, economic costs, social costs, and discrimination in American capital punishment procedures. Students will apply ethical perspectives and criminological theories to their comprehension of capital punishment. Students will also examine international perspectives of the death penalty in practice and philosophy.

*CRIM 338 Domestic Violence (3SH)*

This course provides students with a three-part learning experience. Part one utilizes an ecological approach to examine the most common form of intimate violence and the immediate and residual effects of this type of violence on the family system and in society. Part two examines the characteristics of domestic violence perpetrators and the role of criminal justice, child welfare, and larger systems involved with perpetrators and their families. Part three focuses on the political and social content of evaluating domestic violence services and resources.

*CRIM 339 Substance Abuse (3SH)*

(Cross Reference: PSY 339) Informs students about the abuse of alcohol and other drug substances. Preparing students for professional careers, emphasis will be given to the classification of drugs; models of addiction; the effects of alcohol on individuals, children, and families as well as culturally and ethnically diverse groups; and an in-depth study of addiction support groups.

*CRIM 341 Child Abuse and Neglect (3SH)*

This course examines child maltreatment, including the history of child welfare, definitions and types of maltreatment, family dysfunction, public policy, interventions, treatment resources, and prevention. Various aspects of child abuse and neglect are explored, as applied to individuals, families, groups, organizations, and communities.

*CRIM 349: Criminal Law and the Courts (3 SH)*

This course will examine the historical background, the traditions, and the legal principles that underlie the Courts as an integral component of the American system of Criminal Justice. Both differences and similarities inherent within the State and Federal Court processes will be analyzed, and the procedures through which the criminal courts uphold the basic rights and liberties of all U.S. citizens, both victims and the accused, will be explored. The dynamics of the judiciary will be considered through examination of the critical foundations of the judicial process. A primary focus will be placed upon understanding the respective roles played by Judges, Prosecuting Attorneys, Defense Counsel, Police, and Probation Officers and other Court-related personnel in the criminal court process.

*CRIM 350 Juvenile Delinquency (3SH)*

An introduction to the sociological study of youthful offenders, including theories of delinquency, macro and micro conditions associated with delinquency, and the juvenile justice system. Prerequisite: CRIM 200 or SOC 101.

*CRIM 351 The Sociology of Law (3SH)*

(Cross Reference: SOC 351) An introduction to the sociological study of law emphasizing the insights of Marx, Weber, and Durkheim on law and legal decision making as influenced by social, cultural, and economic factors. Comparisons between legal institutions in the United States and other countries are made. Prerequisite: CRIM 200 or SOC 101.

*CRIM 352 Corrections (3SH)*

(Cross Reference: SOC 352) An introduction to the correctional response to criminal behavior. Emphasis is on the nature and evolution of punishment, problematics of sentencing, incarceration, probation and parole, and capital punishment.

*CRIM 353 The Sociology of Law Enforcement (3SH)*

(Cross Reference: SOC 353) The sociological study of police as agents of social control. A detailed look at the history, functions and duties of law enforcement officers.

*CRIM 354 Violent Crime (3SH)*

An analysis of the varieties of homicide and sexual assaults emphasizing theoretical explanations and empirical findings. A detailed examination of interactional situations leading to violent death including the typical homicide, mass and serial murder, and terrorism. An assessment of sexual assault situations including date, gang, serial and state rape scenarios. Victim and offender characteristics and relationship are profiled for homicide and sexual assault. A brief introduction to criminal profiling.

*CRIM 355 White Collar Crime (3SH)*

An introduction to white collar crime including corporate and government violations, abuse of power and office, business frauds, accounting frauds, crime in the healthcare, banking and insurance industries. Emphasis on mechanisms and schemes used to steal millions of dollars.

*CRIM 356 Organized Crime (3SH)*

(Cross Reference: SOC 356) An introduction to criminal organizations including the Mafia, Yakuza, Triads and drug cartels, and their historical evolution. Emphasis is on types of illegal activities, including illegal drugs, extortion, gambling, loansharking, human trafficking, prostitution, international trafficking in stolen cars, money laundering, and others. A review of federal organized crime statutes, especially the Racketeer Influenced and Corrupt Organizations Act of 1970, and law enforcement tactics are covered.

*CRIM 357 Women, Crime, and Criminal Justice (3SH)*

(Cross Reference: SOC 357) An exploration of three aspects of women and crime: Women as offenders, victims, and control agents and their treatment and experience in the criminal justice system as perpetrators, victims and participants. Prerequisite: CRIM 200 or SOC 101.

*CRIM 358 Race, Class and Criminal Justice (3SH)*

(Cross Reference: SOC 358) A detailed examination of how race and class influence the risk of crime and an individual's experience in the criminal justice system. Special attention is paid to disparities in arrest, sentencing and corrections. Prerequisite: CRIM 200 or SOC 101.

*CRIM 431 Practicum in Criminology (3-6SH)*

A full-time internship with a criminal justice agency during the senior year. The student is supervised by agency personnel and meets regularly with their faculty instructor.

Prerequisite: CRIM 200 or SOC 101.

*CRIM 441 Race, Racism, and American Law (3SH)*

(Cross Reference: AAS 441, SOC 441) This course will provide a comprehensive examination of the role of law in constructing racial categories as well as their significance. Topics to be covered will be as follows; the importance of the legal precedent, critical court decisions impacting racial groups in the United States, the racial attitudes of the Framers, and the ability of law to bring about racial justice. Prerequisite: SOC 101 or CRIM 200.

*CRIM 450 Topical Seminar in Criminology (3SH)*

This senior seminar serves as the capstone for CRIM majors where contemporary criminological topics are examined. Students will demonstrate competency in their area by developing and presenting an original research project. Coursework in this course should aptly prepare students for career opportunities post-Coker. Prerequisite: Completion of ENG 215C or permission of the instructor.

*CRIM 199, CRIM 299, CRIM 399, CRIM 499 Special Topics (1-12SH)*

**Cybersecurity (CYB)**

**CYB 310 Introduction to Cybersecurity (3SH)**

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach students how malicious actors use social skills and technology to facilitate cyberattacks and provide them with the tools and information they need to defend against those attacks. Whether students pursue one of the many available jobs in cybersecurity or just want to secure their own privacy, they'll learn how to make the Internet safer. Prerequisites: Successful completion of CS 111 and completion of 54 semester hours

**CYB 311 Cybercrime and Governance (3SH)**

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals. Prerequisites: Successful completion of CYB 310

**CYB 312 Modern Cybersecurity (3SH)**

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. Prerequisites: Successful completion of CYB 310

**CYB 313 Network and System Security (3SH)**

Modern organizations know that even the strongest systems can be vulnerable to cyber-attacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities. Prerequisites: Successful completion of CYB 310

#### **CYB 314 Cyber Forensics (3SH)**

When cybercrimes do happen, you need to know how to respond. This course examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, you'll be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country. Prerequisites: Successful completion of CYB 311

#### **CYB 319 Internship in Cybersecurity (0-12SH)**

The Internship in Cybersecurity course is a supervised work experience in a cybersecurity setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Cybersecurity course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the student's major requirement and the remaining applied towards the student's Coker University degree. Prerequisite: Successful completion of CYB 310 and completion of 54 semester hours

#### **CYB 410 Ethical Hacking (3SH)**

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will be prepped with tools to launch these offensive tactics, and then complete a hands-on project where they are asked to ethically hack a real system. Prerequisites: Successful completion of CYB 313

### **Dance Course Descriptions (DNC)**

#### ***DNC 100 Dance Technique for Non-Majors (1SH)***

Designed to provide the student with basic movement foundation and understanding of various dance techniques including: modern/contemporary dance, ballet, and jazz dance. Students will explore aspects of dance technique including basic movement principles, a foundation in each technique's movement vocabulary, as well as development of spatial awareness and confidence to enhance personal expression. Designed for those students with no experience or limited experience in dance. May be repeated for additional credit.

#### ***DNC 101 Tap Dance Technique I (1SH)***

A course providing students with an overview of history of the art form, a basic knowledge of terminology, and the ability to perform common tap steps and combinations that require rhythmic and percussive complexities. May be repeated for additional credit.

#### ***DNC 103 Dance Appreciation (3SH)***

A course designed for non-majors, introducing dance as a cultural, social, and performative art in contemporary American and other societies. This course will include historical perspectives, practical applications, and comparisons of various dance styles. Content will be examined through lecture, discussion, video observation, and experiential learning. Does not satisfy General Education Program requirements for dance majors.

#### ***DNC 105 Ballet Technique I (2SH)***

This course will provide the student with a basic foundation of the ballet vocabulary, its exercises at the barre, and combination in center work. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit.

*DNC 106 Jazz Technique I (1SH)*

This course is designed to introduce students to the basic elements of jazz dance including the use of isolations, syncopation, and dynamics. Historical perspectives will be used to provide a greater understanding of the dance technique. May be repeated for additional credit.

*DNC 110 Musical Theatre Dance (1SH)*

This course will introduce you to various musical theatre dance styles ranging from classic forms such as Fosse, Bennett, Kidd, and Robbins to current styles on Broadway in shows like Hamilton. Students will participate in a traditional dance warm up to improve coordination, flexibility, strength, and control. Attention will also be paid to improving musicality and performance qualities through class phrase work. Throughout the course, extended combinations from musicals will be taught including original choreography.

*DNC 155 Dance Seminar I (1SH)*

*DNC 255 Dance Seminar II (1SH)*

*DNC 355 Dance Seminar II (1SH)*

Seminar courses are designed to assist dance majors with preparation for careers in dance, for the sophomore review, for graduate study in dance, and for the senior thesis capstone project. This sequence ensures that students are actively engaged in locating career opportunities in dance every year leading up to the senior year. Open to dance majors only.

*DNC 200 Modern Dance Technique I (2SH)*

Designed to provide the student with a movement foundation and understanding of modern dance. Students will explore aspects of modern technique including basic movement principles, spatial awareness, and dynamics to enhance kinesthetic awareness and personal expression. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisite: Dance major or minor status or permission of the instructor.

*DNC 201 Tap Dance Technique II (1SH)*

An intermediate to advanced course that provides students with an extended history of tap dancing including choreographers and profound works, comprehensive terminology, and a deeper focus on rhythmical structure and percussive accuracy, while enhancing the performance quality. May be repeated for additional credit.

*DNC 205 Ballet Technique II (2SH)*

This course will continue progressing through the ballet vocabulary and becoming more complex as it progresses and expands the barre work and center combinations. There will be more focus on dynamic alignment and use of epaulément. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit.

*DNC 206 Jazz Technique II (1SH)*

This course builds upon principles learned in DNC 106 including specific jazz dance techniques with more complex phrasing and musicality. Students will experience a greater range of movement qualities and approaches to jazz technique ranging from the jazz masters to contemporary jazz elements. May be repeated for additional credit.

*DNC 210 Dance Improvisation (2SH)*

This course provides the student opportunities to explore the processes of discovering, creating, and performing movement spontaneously. The study of improvisation will enhance dance technique development and serve as a useful tool for choreography and performance. Through physical contact, weight sharing, group and solo improvisations, listening and problem-solving skills will be developed.

*DNC 225 Dance Conditioning (2SH)*

This course is designed to provide the student with an introduction to various modalities of cross training for dance. The biomechanics, muscular-skeletal anatomy, and physiology of the 'core' of the body will also be studied. The students will learn how the anatomy and biomechanical principles correspond to working the correct alignment of the body during Pilates, yoga and dance training. Resistance bands, foam rollers and physioballs are used to challenge the body to become stronger while maintaining the correct alignment.

*DNC 235 Philosophy and Movement Practice of Yoga (3 SH)*

This course is an in-depth analysis of the philosophy, history, and application of the eight limbs of yoga while incorporating physical postures, breathing exercises, and relaxation techniques that promote health, alleviate stress, improve skeletal alignment, and increase muscular strength and flexibility.

*DNC 240 Pathways and Themes in Dance History (3SH)*

This course serves as a concise history of dance as a performing art. This course focuses primarily on common themes, motivations, and subject matter found in concert dance from the 15<sup>th</sup> century to the present, providing the knowledge of multiple styles of each dance form, an understanding of the time frame in which artists and their works premiered, and the ability to identify renowned choreographers and their work/techniques.

*DNC 245 Global Dance Practices: Social, Folk, and Religious Forms (1SH)*

(Cross Reference: AAS 245) This course is designed to introduce students to dance styles from around the world including social, folk, and religious forms. Special attention will be made to the teaching and learning of these forms.

*DNC 250 Music for Dancers (2SH)*

A course designed to enable the student to recognize and implement fundamental rhythmic and musical forms to dance technique and composition. Research in historical music periods and the corresponding works of composers is covered through listening lab experience and text.

*DNC 280 LabanMovement Analysis (2SH)*

This course looks at describing, classifying, and understanding movement through the dynamic system known as Laban Movement Analysis, developed by Rudolf Laban. Through study and physical exploration of the Body, Space, Effort and Shape concepts, the students will develop skills in observing and analyzing the movements of others while examining patterns and preferences of their own. This course material is valuable to students in a range of disciplines and career paths including choreography, performance, movement therapy, physical therapy and education. The research and creative projects will be applicable to the students' individual areas of study. Prerequisites: DNC 210.

*DNC 290 Modern Dance Technique II (2SH)*

This course expands on the principles from level I with greater emphasis on articulation and connectivity, complexity of movement phrases, musicality, and artistry. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit.

*DNC 305 Ballet Technique III (2SH)*

The sequence of classes beginning at Level III and IV provides the student with an intermediate to advanced use of the ballet vocabulary, its exercises at the barre, and combinations in center work. There will be focus on more complex phrasing and refining epaulément and battu. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit.

*DNC 306 Jazz Dance Technique III (2SH)*

This course is designed to use advanced elements of jazz dance including isolations, syncopation, dynamics, and increasing complexity in combination of steps. Historical perspectives will be used to provide a greater understanding of the dance technique. Each class will consist of a jazz warm up, progressions across the floor, and dance style combinations. This course mostly focuses on contemporary and commercial jazz dance forms, but will highlight the influence of historical jazz perspectives on these forms. You will continue to develop your personal “cool.” May be repeated for additional credit.

*DNC 320 Dance Science (3SH)*

This course will provide students with an overview of the muscular and skeletal anatomy as it relates to dance. This course will also seek to provide a greater understanding of anatomy through experiential exercises that are designed to help students become more aware of their bodies, movement, and habits. Prerequisite: DNC 225; open to dance majors only.

*DNC 321 Injury Prevention (3SH)*

This course will provide students with an overview of common dance injuries and the anatomical variances that contribute to such injuries. Students will learn how technical faults can affect their dance training and the longevity of a performing career. The course will also seek to provide a greater understanding of how to manage and rehabilitate injuries. Prerequisites: DNC 225 and DNC 320; open to dance majors only.

*DNC 325 Introduction to Dance/Movement Therapy (3SH)*

This course provides an overview of the psychological and physiological approaches to dance/movement therapy. It is intended for those wishing to explore the field of dance/movement therapy in graduate school and as a possible career.

*DNC 330 Coker Repertory Dance Company (1SH)*

This course, geared toward freshmen and sophomores, offers students the opportunity to be members of a pre-professional dance company. Students will learn faculty and guest choreography. As part of the course, students will perform at different venues both on and off campus. May be repeated for additional credit. Prerequisite: permission of instructor following audition.

*DNC 345 Pedagogy in Practice (3SH)*

This course is designed to familiarize students with the pedagogy of dance technique. Students will practice planning, implementing, and assessing dance technique classes in various styles. Students will learn to plan a dance technique class with attention to a range of concepts from dance science, music, improvisation, composition, and specific dance styles. This course is for any student who plans to teach dance in the public school, private dance studio, and/or community setting.

*DNC 350 Dance Pedagogy in Public Schools (3SH)*

This course is designed to prepare students to teach dance in the K-12 school system. This course covers a variety of pertinent topics such as designing curriculum, creating lesson and unit plans, incorporating national and state standards, observing dance educators, and field experience teaching dance in the K-12 classroom. Strategies for teaching dance to a variety of populations will be included. Prerequisite: Permission of the instructor is required for non-dance majors.

*DNC 360 Dance Practicum (0SH)*

A course providing practical experience either performing in a dance production or working as backstage crew. Every year, for the Student Choreography Showcase, the dance major will complete a dance practicum. These courses may be repeated for credit.

*DNC 365 Dance Practicum (1SH Each)*

A course providing practical experience either performing in a dance production or working as backstage crew. Every year, for the Faculty and Guest Artist Dance Concert, the dance major will complete a dance practicum. These courses may be repeated for credit.

*DNC 370 Dance Composition I (3SH)*

This course will explore different choreographic forms, structures, and the creative process. Different choreographic devices and improvisation skills will be used to expand personal movement vocabularies and help develop choreography focusing on the solo form. Prerequisite: DNC 210.

*DNC 371 Dance Composition II (3SH)*

Allows students to further develop skills learned in Composition I with an emphasis on expanding choreographic skills for duets and small groups. There will be more focus on continuing to expand movement vocabulary and developing artistic expression and performance quality. Prerequisites: DNC 210 and DNC 370.

*DNC 380 Sites and Screens (3SH)*

This course will continue to work with developing artistic expression in alternate performance spaces. Students will focus on the creation of dance works that are 'site specific' - dances created specifically for a certain location that cannot be performed in a regular proscenium environment. Students will also explore dance composition in video projects. Students will learn skills in filming techniques, and in video editing software. Students will also continue to increase their choreographic ability by working these longer extended choreography projects.

*DNC 390 Modern Dance Technique III (2SH)*

*DNC 490 Modern Dance Technique IV (2SH)*

Progression in the higher levels of modern technique will continue to develop the student's capacity of artistry, skill, and development as a dancer. A wide range of styles and techniques will be given with a greater complexity of movement phrases, spatial and dynamic relationships to prepare the student with a professional based training. Placement at the appropriate level for the student will be determined by faculty assessment each academic term. May be repeated for additional credit.

*DNC 450 Dance Composition III (3SH)*

A study of technical and compositional forms aiming to create an artistic whole. This lecture/laboratory course stresses movement analysis, composition, aesthetic interpretation and experimental modes of presentation. This course will also cover how acting applies to dance and choreography. Prerequisites: DNC 370, DNC 371.



*DNC 452 Creative Dance (3SH)*

This course provides theories and approaches to creative movement when working with students of all ages. Students will learn how to use the dance elements of space, time, and force to create lessons appropriate for a variety of populations. This course is a practical-based design with students observing and experiencing creative movement lessons in the school system.

*DNC 475 Dance Research Methods (1 SH)*

This course is designed to introduce students to research methods in dance and prepare for DNC 480 Senior Thesis - the culminating project for dance students earning a BA in Dance or BFA in Dance Performance and Choreography. Students will design a research project aligned with their areas of interest. For BFA students this will include a choreographic project of a group and solo. For BA students this will include an action research project. In this course students will learn more specifically how to design a research project, how to conduct a literature review, and how to plan the methodology or implementation of the project in preparation for the final semester.

*DNC 480 Senior Thesis (2SH)*

A course that prepares the student for presentation of a concert-quality choreographic project, lecture demonstration or submission of a written research project based on the individual's track of study in the dance program. Required during last semester of dance major. Prerequisite: DNC 475

*DNC 299, DNC 399, DNC 499 Special Topics (1-12SH)*

Offered on demand for independent study purposes in the major or minor program. Prerequisite: consultation and approval through dance faculty prior to course registration.

**Data Analytics (DAT)**

**DAT 320 Foundations of Data Analytics I (3SH)**

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being "data literate" will help you in your chosen field. In this course, you'll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you'll be able to analyze large datasets and present your results. Prerequisites: Successful completion of CS 220 and completion of 24 semester hours

**DAT 321 Foundations of Data Analytics II (3SH)**

This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll learn how Data Analytics are applied within the workforce. Particular attention will be paid to the role of the Data Scientist or Analyst, machine learning and the applications of Big Data. By the end of the term, you will be able to design and execute a range of data-driven experiments. Prerequisites: Successful completion of DAT 320

**DAT 324 Data Science I (3SH)**

This course is an introduction to data science in Python. You'll use advanced visualization and predictive modeling tools to turn raw data into actionable insights. You will also learn how to use SQL to navigate databases. Prerequisite: Successful completion of DAT 321

**DAT 325 Data Science II (3SH)**

This course is intended as a continuation of Data Science I. This course takes a deep dive into machine learning models, natural language processing, and time series in Python. Prerequisite: Successful completion of DAT 324

#### DAT 326 AI and Machine Learning (3SH)

This course is a technical approach to cutting-edge AI methods. Students will productionize machine learning models to solve business problems, evaluate modern AI use cases (such as computer vision) and adapt Large Language Models (LLMs) for specific applications.

Prerequisite: Successful completion of DAT 325

#### DAT 329 Internship in Data Analytics (0-12SH)

The Internship in Data Analytics course is a supervised work experience in a data analytics setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Data Analytics course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the students major requirement and the remaining applied towards the students Coker University degree. Prerequisite: Successful completion of DAT 320 and completion of 54 semester hours

#### DAT 420 Data Analytics Practicum (3SH)

This course is a capstone project in which students are asked to work through a full data science workflow on a set of real data drawn from sports, politics, business or public health. This course exists to prepare students for the kind of work they will do on Data Science or Analytics teams, and as such, also features an emphasis on interviewing for jobs in the space and communicating results to stakeholders. Prerequisites: Successful completion of CS 210 and DAT 325

### **Education Course Descriptions (EDU)**

#### *EDU 100 Teacher Cadet (3SH)*

Coker University awards three hours of elective university credit to South Carolina high school students who complete Teacher Cadet programs approved by the South Carolina Department of Education (Center for Education Recruitment, Retention, and Advancement - <http://www.cerra.org/cadets>). Students enrolling at Coker may apply this credit toward their degree. Students who receive EDU 100 credit by completing the Teacher Cadet program at a Coker partner school may also have this credit reviewed by other institutions for possible transfer credit.

#### *EDU 102 Introduction to Education (3SH)*

Prerequisite to all other education courses. An examination of social, political, historical, economic and pedagogical factors that influence American education. In this course, career opportunities in education will be examined to help teacher candidates decide if teaching is a suitable goal. Includes the content found in Coker's Teacher Education Guide; includes the unit vision and mission, philosophy, outcomes and teacher candidate performance expectations; the methodology of Coker's Internship Program; visits to public school classrooms; an introduction to basic principles of pedagogy; and an orientation to the Council for the Accreditation of Educator Preparation (CAEP) Standards, the InTASC Model Core Teaching Standards, and the South Carolina Department of Education standards. Fall semester offering is restricted to education majors' only.

*EDU 116 Math Content for Early Childhood and Elementary Teachers (3SH)*

Provides students with a foundation in mathematics necessary for success in EDU 216, 217, and Praxis Core. Students will gain mathematics skill specific to the following content: Theory, properties and foundations of number systems, integers, rational and irrational numbers, basic geometry and ratio/proportion calculations. Students will also gain skill in problem-solving and multiple representations. Students may exempt this course by exempting Praxis Core or by passing Praxis Core Math.

*EDU 200 Human Development: Conception until Puberty (3SH)*

An overview of life-span development (physical, psychological and social) with an emphasis on conception until puberty. A field experience (10 hours minimum) is required in order to apply developmental theory in the field. Fall semester offering is restricted to education majors' only.

*EDU 201 Human Development: Puberty until Death (3SH)*

An overview of life-span development (physical, psychological and social) with an emphasis on adolescence. A field experience (10 hours minimum) in public school or social service agency setting is required. Other settings will be considered on a case by case basis. Fall semester offering is restricted to education majors' only.

*EDU 202 Early Childhood Organization and Curriculum (3SH)*

Considers organization and curriculum of early childhood programs. Emphasizes the history of early childhood education, provides an overview of types of programs for young children to include intervention models, and reviews the theories supporting developmentally appropriate curriculum for children ages three through eight. Analysis of classroom and playground design, instructional planning, curriculum content, and the process of curriculum development and implementation will be explored. Includes a required field experience. Prerequisites: EDU 102 and EDU 200.

*EDU 208 Handwriting for the Classroom Teacher (1SH)*

Develops competence in cursive and manuscript and methods for teaching both types of writing to children. Includes a survey of research and literature-based practices. Prerequisite: EDU 102.

*EDU 210 Educational Technology (3SH)*

This course provides education majors with an overview of the educational technology that can be used in the K-12 classroom. This course also has students create and integrate these technologies into classroom learning environments and field experiences. Possible topics include increasing students' technological knowledge and skills, such as: word processing, spreadsheets, authoring, auto-media, Internet tools and resources, presentation, communication, and collaboration. Prerequisites: EDU 102 and EDU 200.

*EDU 211 Foundations of English Language Arts (3SH)*

Explores the theoretical and evidence-based foundations of the English Language Arts including the processes and instruction of reading, writing, listening, speaking, viewing, and visually representing for early childhood and elementary teachers. Discusses research findings and their classroom applications including strategies for the diverse learner. Completion of field experience hours where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisites: ENG 111, EDU 200, and passing Praxis Core.

*EDU 216 Teaching Early Childhood Mathematics (Pre-K to 3rd) (3SH)*

*EDU 217 Teaching Elementary School Mathematics (3rd to 6th) (3SH)*

Explores content and methods for teaching early childhood and elementary mathematics. Emphasis is placed on developing skills for teaching children mathematics in multiple ways within real-world contexts while addressing state standards. Topics include research-based, developmentally appropriate strategies for assessment, problem-solving, resource use and availability, and curriculum analysis. Each course requires a 10-hour field experience in a public school classroom. Prerequisites: EDU 102 and 200, MAT 103, and passing score on Praxis Core. EDU 116 is a prerequisite for EDU 216, and EDU 216 is prerequisite for EDU 217. Capital designated course.

*EDU 290 Arts Integration (3SH)*

This interdisciplinary course focuses on the methodology and unique strategies of the four art forms of Dance, Music, Theatre and Visual Art. Targeted to emerging educators, this course will introduce the basics of arts integration as a means to delve deeper into the methods and materials of each art form with confidence, meaning, and understanding. Special attention will be given to the elements and principles of each art form, the creative process, and emphasizing connections in methodology and vocabulary used across the arts and academics. This course will use the four artistic processes – creating, performing/presenting/producing, responding, and connecting – to reinforce learning and meet national and state academic standards.

*EDU 301 Connecting Home, School, and Community (3SH)*

Candidates explore the importance of collaboration among the home, school, and broader community in the education of children including theory and practice in promoting children's learning, development, and success in school; the strengths and needs of families in a diverse, multicultural society; and the teachers' roles in concert with other disciplines in supporting families, building partnerships, and connecting with community resources. The candidates will engage in reflective analysis of the relationship between support and collaboration in working with families of all children to include those with special needs and those who are linguistically and culturally diverse. Teacher candidates will design and implement an advocacy project on behalf of children and families in their community. Includes a required field experience. Prerequisites: EDU 200 or EDU 201.

*EDU 303 Pre-School Behavior (3SH)*

Studies development and behavior of the whole child from conception through age five. Concentrates on the theories of psychomotor, social, emotional and cognitive growth. Analyzes developmentally appropriate guidance techniques with respect to their theoretical implications in practical case scenarios. Includes a required field experience. Prerequisites: EDU 102, EDU 202, EDU 301, and passing Praxis Core.

*EDU 306 Literacy Instructional Practices (3SH)*

Examines "best practices" in literacy instruction with a specific emphasis on the stages of reading development. Focuses on using assessment to plan differentiated word study, reading, and writing instruction for early childhood and elementary teachers. Completion of field experience hours where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 211 and passing Praxis Core.

*EDU 307 Literacy in the Content Areas (3SH)*

Explores the theories and practices for reading, thinking, and writing in the content areas that support learning across the disciplines in early childhood and elementary classes. Completion of field experience hours where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 306 and passing Praxis Core.

*EDU 308 Literacy Foundations for Secondary Teachers (3SH)*

Examines the foundational knowledge of the reading and writing processes. Focuses on emergent literacy topics, development of word recognition skills, and fluency within the context of the learning needs and characteristics of a secondary student. Evaluates a variety of assessments to guide developmentally appropriate instruction and monitor student learning. Completion of field experience hours in a public school classroom where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisites: EDU 102, EDU 201, and ENG 112 and passing Praxis Core.

*EDU 310 Content Area Literacy for Secondary Teachers (3SH)*

Presents reading and writing instructional strategies to increase and enhance student learning across disciplines. Applies the foundational knowledge of literacy and emphasizes instructional approaches that develop academic vocabulary and enhance comprehension. Critically examines educational practices, learning environments, and curriculum materials which embrace diversity. Completion of field experience hours in a public school classroom where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 308

*EDU 312 Content Area Literacy for PK-12 Teachers (3SH)*

Presents reading and writing instructional strategies to increase and enhance student learning across disciplines. Provides an overview of the reading and writing processes and emphasizes instructional approaches that value diversity and critically examines curriculum materials for PK-12 teachers. Completion of field experience hours in a public school classroom where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 102 and 200 or 201 and passing Praxis Core.

*EDU 318 Teaching Secondary School Mathematics (3SH)*

Covers methods of teaching algebra, geometry, trigonometry, probability and statistics, computing, applied mathematics and unified mathematics. Considers recent curriculum changes to prepare students for teaching in the secondary schools. Topics include the use of models and manipulatives, the role of computers and computer simulations, diagnosis and remediation, how to find real applications, general classroom organization and textbook selection criteria. Includes a required field experience in a public school classroom. Does not carry credit towards a major in mathematics. Prerequisites: EDU 102 and 201, MAT 230, a college-level course in computer programming or permission of the instructor.

*EDU 319 Teaching Secondary School Science (3SH)*

(Cross Reference: BIO 319) Covers methods of teaching general and advanced science. Topics include the use of laboratory materials and replica models, the role of computer simulations, safety practices, NSTA standards, textbook selection criteria and general classroom, laboratory and field trip organization. Also considers the impact of modern science on selected social and ethical issues and how these issues might be considered in a high school biology classroom. Includes a required field experience in a public school classroom. Prerequisites: EDU 102, 201, four semester hours of college-level chemistry, and four semester hours of college-level biology.

*EDU 320 Teaching Secondary School Social Studies (3SH)*

(Cross Reference: HIS 320) Covers methods of teaching the social studies with an emphasis on teaching history. Topics include a study of the modern social studies curriculum, materials evaluation and acquisition, lesson planning and evaluation techniques. Includes a required field experience in a public school classroom. Does not carry credit towards a major in history. Prerequisites: EDU 102 and 201; 6 hours from HIST 201, 202, 210, and 211; 6 hours from GPY 201, POL 201, and/or SOC 102.

*EDU 330 Assessments in Literacy (3SH)*

Examines the role of assessment-based instructional practices with an emphasis on administering and analyzing literacy assessments and evaluating instruction used by early childhood and elementary teachers. Completion of field experience hours where candidates assess, plan, instruct, and reflect on best practice is a required component. Prerequisite: EDU 307 and passing Praxis Core.

*EDU 345 Social Studies Methods for Teachers (3SH)*

Examines the social studies concepts that are useful for early childhood and elementary school social studies. Considers diagnostic-prescriptive techniques, specific skills and content; developmental lesson (unit) planning and implementation; materials and their construction, evaluation, and use. Includes a required field experience in a public school classroom. Prerequisites: EDU 211. Recommended Courses: HIST 202, HIST 210, or HIST 211.

*EDU 350 Science Methods for Teachers (3SH)*

Provides an overview of science concepts taught during early childhood and elementary in accordance with state standards. Considers models of instruction and trends in teaching science including STEAM concepts. Provide support for candidates to analyze science lessons and create inquiry-based lessons while practicing skills learned during previous natural and physical science course-work outside of the education degree program. Includes a required field experience in a public-school classroom. Prerequisites: EDU 216, 217, at least one of the science requirements (BIO or PHY), and a passing score on the Praxis Core.

*EDU 360 Classroom Management of Learning and Behavior (3SH)*

Discusses strategies for preventing and correcting a wide range of behavior problems in the classroom. Considers developmental and corrective/remedial procedures related to behavioral, human relations, and pedagogical models. Prerequisites: EDU 102 and EDU 200 or 201, and completion of 50 hours of clinical internships in public school classrooms.

*EDU 385 Psychology Applied to Teaching and Learning in the Classroom (3SH)*

Focuses upon the learning process as it relates to school subjects and classroom activities and the influence of motivation and teacher attitudes, skills and styles. Required field experience hours are directed toward gaining experience with exceptional children. Prerequisites: EDU 102, and EDU 200 or 201, and passing score on Praxis Core.

*EDU 398 Practicum in Education (1-3SH)*

Supervised internship in a public school. Placements are made based on the interests of the teacher candidate and their needs as determined by the faculty advisor. Teacher candidates meet regularly with their faculty advisors and maintain detailed reflective journals of their experiences.

*EDU 402 Materials and Methods in Early Childhood Education (3SH)*

Reviews criteria for evaluating, selecting and using early childhood education materials. Examines types of diagnostic, instructional and evaluative strategies that are used in preschool through grade three programs. Focuses on the preparation of an interdisciplinary, inquiry-based unit with modifications for children with special needs. Prerequisites: EDU 217, 303, 330, membership in the Teacher Education Program.

*EDU 403 Materials and Methods for the Elementary Teacher (3SH)*

Emphasizes the evaluation, selection and use of materials and the acquisition of diagnostic and instructional methods. Considers procedures for evaluating and reporting public practice, instructional planning, classroom organization, and working with parents. Prerequisites: EDU 217, 330, membership in the Teacher Education Program.

*EDU 404 Materials and Methods for Early Childhood and Elementary Education (3SH)*

Teacher candidates will review, evaluate, and implement developmentally appropriate instructional strategies, curriculum materials, classroom environments, and assessments. Candidates will plan integrated units of study focusing on the four course subject areas (ELA, Math, Science, Social Studies) emphasizing differentiated instruction. Includes a required field experience in a public school classroom. Prerequisites: EDU 217, 330, and membership in the Teacher Education Program.

*EDU 405 Classroom Pragmatics: Assessment and Management (3SH)*

Focuses on classroom assessment and classroom management. Teacher candidates receive instruction in assessment design, administration, and interpretation. Standardized testing procedures and performance evaluation instruments (e.g., Expanded ADEPT) are discussed. Classroom management models and strategies are considered with an emphasis on preparing the student for student teaching. Includes a required field experience in a public school classroom. Prerequisites: Membership in the Teacher Education Program (Normally taken the evening term immediately prior to the student teaching semester.)

*EDU 409 Senior Paper (3SH)*

A comprehensive research paper requiring the preapproval of the advisor and a sponsor. Prerequisites: Senior standing, membership in the Teacher Education Program. (Offered as needed)

*EDU 410 Comprehensive Internship: Early Childhood (12SH)*

Provides a minimum of 12 weeks of supervised observation and teaching in pre-kindergarten, kindergarten and primary schools, working with an experienced teacher certified to teach in the teacher candidate's area of specialization. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject-area courses, approval of the Faculty Advisor and the Director of the Teacher Education Program.

*EDU 415 Seminar in Student Teaching (3SH)*

(To be taken during the student teaching semester) Each teacher candidate will have opportunities to describe classroom success and difficulties and seek the counsel of their peers. Through guided discussion the class will solve practical problems and will generalize the solutions to new contexts. Appropriate media and materials will be chosen to implement the solutions and will from time to time lead to independent work. Depending on the number of students and the disciplines represented, the course may be broken into more than one section for all or part of a semester. Corequisite: EDU 410 or 430 or 440 or 470.

*EDU 430 Comprehensive Internship: Elementary (12SH)*

Provides a minimum of 12 weeks of supervised *observation* and teaching in schools working with an experienced teacher certified to teach in the teacher candidate's specialization area. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject-area courses, approval of the Faculty Advisor and the Director of the Teacher Education Program.

*EDU 440 Comprehensive Internship: Secondary (12SH)*

Provides a minimum of 12 weeks of supervised observation and teaching in schools working with an experienced teacher certified to teach in the teacher candidate's specialization area. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject-area courses, approval of the Faculty Advisor and the Director of the Teacher Education Program.

*EDU 470 Comprehensive Internship: PK-12 (12SH)*

Provides a minimum of 12 weeks of supervised observation and teaching in schools working with an experienced teacher certified to teach in the teacher candidate's specialization area of music, art, or physical education. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject-area courses, approval of the Faculty Advisor and the Director of the Teacher Education Program

*EDU 623: Effective Assessment Tools (3SH)*

This course focuses on equitable alternative approaches to the assessment of student learning that are more appropriate for use with divergent learners. A focus on using formative assessment to drive instruction will be emphasized. Taught Summer I (Instructional Planning & Assessment)

*EDU 625: Effective Teaching Strategies and Instructional Planning (3SH)*

The course explores research-based strategies that promote engagement and student achievement in a collaborative and constructive setting. Innovative approaches will be discussed including strategies to work with children who have been exposed to adverse childhood experiences (ACES). Taught Summer I (Instructional Planning & Assessment)

*EDU 633: Instructional Design for the Divergent Learner (3SH)*

The course highlights the knowledge, skills and dispositions needed to develop and design instruction and curriculum for the divergent learner. The course will explore how to apply a global perspective to content to build cultural competencies in a classroom where diversity, equity and inclusion are used to create a curriculum and environment that are engaging and relevant to both divergent and traditional students in the 21st century. Taught in spring (Instructional Methods & Literacy)

*EDU 634: Principles and Strategies for Teaching Diverse Learners (3SH)*

This course focuses on the diversity of learners and considers the historical struggle for equity and excellence in educating all students. Concepts of race, ethnicity, disability, gender, culture, privilege, institutional racism, poverty, and wealth will be examined. This course provides PK-12 educator's strategies for inclusion of diverse learners, including multilingual learners and students with special needs, and provides a knowledge of principles, methods, legalities, and techniques for promoting acquisition of a second language through academic content. Emphasis is on presenting a variety of instructional strategies that can benefit all students in a multicultural, inclusive classroom. Taught Summer II (Teaching Diverse Learners)

*\*EDU 636 - Field Experience & Professional Learning Seminar I (3SH)*

Participants will observe and implement effective teaching and classroom management strategies in public schools. Participants will observe the practices of a mentor teacher and will gain experience working with students. Through regular discussions and collaboration, participants will connect their experiences in schools with educational research and theory. Taught in fall (Learning Theory & Behavior)

*\*EDU 637: Field Experience & Professional Learning Seminar II (3SH)*

Participants will observe and implement effective teaching and classroom management strategies in public schools. Working with a mentor teacher, participants will plan and implement engaging and developmentally appropriate classroom instruction. Participants will also assume classroom responsibilities as requested by the mentor teacher. Through regular discussions and collaboration, participants will connect their experiences in schools with educational research and theory. Taught in spring (Instructional Methods & Literacy)



*EDU 646: Foundations of Reading (3SH)*

This course is designed to foster a deep comprehension of the theoretical foundations in reading and writing processes and critique their implementation in the classrooms of Pre-K through elementary teachers. Areas that will be addressed include: effective instructional approaches; oral language development; vocabulary and literacy development; family and community relationships; and practical implementation. Taught in fall (Learning Theory & Behavior)

*EDU 647: Instructional Practices in Literacy (3SH)*

This course will focus on providing in-service teachers with the ability to utilize instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing: and have the knowledge to create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, and curriculum materials. Students will develop awareness, understanding, respect, and a valuing of differences in society. Taught in spring (Instructional Methods & Literacy)

*EDU 648: Reading and Writing Across the Content Areas (3SH)*

This course will focus on equipping teachers to use instructional approaches, materials and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing across the disciplines. Teachers will be engaged with literary practices that develop awareness, understanding, respect and a valuing of differences in our society, as well as those which support dual language learners. Teachers will continue to develop an understanding of the elements of creating a literate environment in the elementary school. Teachers will apply principles and strategies in their classrooms, assess the efficacy of a variety of approaches, and synthesize their findings. Taught in fall (Learning Theory & Behavior)

\*Work-embedded Residency

**Education – Curriculum and Instructional Technology Course Descriptions (EDCIT)**

*EDCIT 500 Diverse Learners and Equitable Learning Environments (3SH)*

This course focuses on the diversity of learners and considers the historical struggle for equity and excellence in educating all students. Concepts of social justice, gender, race, ethnicity, disability, culture, privilege, institutional racism, poverty, and wealth will be examined.

*EDCIT 510 Advanced Human Growth and Developmental Theories (3SH)*

This course focuses on three domains of child development (physical, cognitive, and social-emotional) of K-12 children with a focus on the learning process as it relates to content areas, classroom activities and practices, and motivation.

*EDCIT 520 Student Centered Curriculum/Instruction (3SH)*

This course focuses on instruction that places students at the center of learning (e.g. Universal Design, Project Based Learning) to increase motivation, improve retention of knowledge, promote deeper conceptual understanding, and develop more positive attitudes toward the subject(s) being taught.

*EDCIT 530 Advanced Foundations of American Education (3SH)*

This course examines how the social, political, historical, economic, legal, philosophical, and pedagogical factors influence teaching and learning in contemporary schools in a democratic society.

*EDCIT 540 Educational Research & Analysis (3SH)*

This course provides an introduction to research and evaluation in the field of education with an emphasis on the development of skills needed to utilize research in practical situations. Topics include understanding, analyzing, and interpreting qualitative and quantitative educational research.

*EDCIT 550 Analysis of Curriculum, Instruction, and Assessment (3SH)*

This course focuses on the alignment of curriculum, instruction, and assessment practices that maximize student learning.

*EDCIT 560 Exploring and Evaluating Digital Tools for K-12 (3SH)*

The primary focus of this course is to introduce the multitude of technology tools, software, and hardware currently used in K-12 classrooms so that informed decisions can be made about the use, purpose, and benefits and disadvantages of using such technology in the classroom. Topics will include: educational computer software, application software, instructional software, and educational hardware.

*EDCIT 570 Introduction to Innovative Digital Instruction (3SH)*

This introductory course focuses on the current models of digital instruction used in K-12 classrooms. Prerequisite: EDCIT 560.

*EDCIT 580 Applying and Integrating Digital Technology in K-12 I (3SH)*

Using the current models of digital technology, this course focuses on the application and integration of digital technology in the K-12 classroom. This includes learning how to create and use appropriate digital tools and software to create two subject area summative projects using two of the current models of digital instruction. Prerequisite: EDCIT 570.

*EDCIT 590 Applying and Integrating Digital Technology in K-12 II (3SH)*

This course is a continuation of Applying and Integrating Digital Technology in K-12 I that focused on the application and integration of digital technology in the K-12 classroom. This course continues with the creation of two subject area summative projects using two other current models of digital instruction. Prerequisite: EDCIT 580.

**Education – Gifted and Talented Course Descriptions (EDGT)**

*EDGT 500 Nature and Needs of the Gifted and Talented Student (3SH)*

This course is a basic survey study of gifted and talented students. Included is an overview of the rationale and historical and philosophical background of gifted education along with the characteristics, needs, problems, and developmental patterns of gifted and talented learners. Special populations of gifted and talented students, methods of talent development, identification based on state regulations, curriculum and instruction and program models are additional topics addressed.

*EDGT 510 Introduction to Curriculum and Instruction for the Gifted & Talented Student (3SH)*

This course is designed to prepare the teacher to organize and deliver appropriate curriculum for gifted and talented students. Teachers will explore curriculum models, instructional strategies, and assessment to meet the needs and abilities of gifted and talented students. Current technology will be employed in researching and writing units and lesson plans.

## **English Course Descriptions (ENG)**

### *ENG 110 Introduction to Composition (3SH)*

ENG 110 introduces students to the fundamentals of writing. Through several short papers and writing projects, students learn the basic process of composing: inventing, planning, drafting, revising, editing, and proofreading. Students receive instruction in the fundamentals of writing sentences and paragraphs through personalized attention, peer reviews, and mandatory conferences with the instructor and a tutor. Enrollment is limited to ten students. In order to complete this required class, students must have a grade of C or higher in the course. Students may exempt the class through standardized test scores and/or a writing placement test.

### *ENG 111 English Composition and Rhetoric I (3SH)*

English 111 introduces students to the modes of writing, with an emphasis on exposition and argumentation. The course also reviews basic processes of composing: inventing, planning, drafting, and revising. Students will learn how to develop ideas in a clear and logical manner, communicate their ideas coherently to their intended audience, and write in a correct and effective way. Fiction and non-fiction readings will provide discussion material and starting points for their writing. Enrollment is limited to eighteen students. Prerequisite: Completion of ENG 110 with a C or higher. Students may exempt the class and enroll in ENG 112 through standardized test scores and/or a writing placement test.

### *ENG 112 English Composition and Rhetoric II (3SH)*

English 112 advances students' critical reading and writing skills by exploring how writing creates knowledge and shapes meaning; therefore, student writing will involve both print and digital formats. Throughout the semester, students will define terms and learn the techniques and conventions of academic research. They will participate in at least one session on library and information technology. Students will evaluate and synthesize evidence to create clearly written, sustained arguments as well as one research paper. Readings for each section of ENG 112 will explore a specific and unifying theme or question, and may include readings in fiction and non-fiction. Enrollment is limited to eighteen students. Prerequisite: ENG 111 or equivalent.

### *ENG 205 Development of Modern English (3SH)*

A study of our language from its Indo-European beginnings to present-day American. Examines the evolution of sound, structure, and meaning through Old, Middle, and Modern English, including American dialects and usage. Prerequisite: ENG 112.

### *ENG 207 World Literature I (3 SH)*

A study of literary works covering a diverse range of cultures, time periods, and genres. Students will consider how and why cultures produce literature, while learning to interpret and understand different types of texts. By the end of each course, students will describe how literature builds social, cultural, and ideological understanding. This first course in the sequence covers works from the ancient and pre-modern periods. Prerequisite: ENG 111 or equivalent.

### *ENG 209 World Literature II (3 SH)*

A study of literary works covering a diverse range of cultures, time periods, and genres. Students will consider how and why cultures produce literature, while learning to interpret and understand different types of texts. By the end of each course, students will describe how literature builds social, cultural, and ideological understanding. This second course in the sequence covers works starting with the early modern period. Prerequisite: ENG 111 or equivalent.

*ENG 215A Writing in the Arts and Humanities (3SH)*

In this course, students will investigate the circumstances and genres in which professionals, such as practitioners, administrators, educators, or journalists, write in the arts and humanities. This course will survey fiction and non-fiction as well as primary and secondary texts and performances as the basis for writing and addressing specific audiences in the disciplines. Prerequisite: ENG 112.

*ENG 215C Writing in the Social Sciences (3SH)*

In this course, students will investigate the circumstances and genres in which professionals in the social sciences write. This course combines readings from social science disciplines geared to general audiences. Such readings will serve as the basis of writing and addressing specific audiences in the disciplines. Prerequisite: ENG 112.

*ENG 215D Writing in STEM: Political Economy of Science and Technology*

In this course, students will compose essays that address a wide-range of political, social, and economic factors that shape science and technology. This course provides students the opportunity to unravel some of the ongoing debates that shape science in culture today as they develop skills in critical thinking, writing, analysis, and critique. This course does not count toward the Humanities major of the English minor.

*ENG 215F Writing in the Disciplines: Writing in Health Sciences (3 SH)*

This course will introduce students to the types of writing that are important in the health sciences. The course will also teach students the importance of audience awareness, design, and genre in creating clear and effective writing for health sciences audiences. Students will create a portfolio that addresses three important registers: writing to apply for jobs, writing to educate clients, and writing to analyze medical cases and policy. Students will also practice presenting information in visual forms. Prerequisite: ENG 112

*ENG 228 A Sense of Place (3SH)*

Regions of the country, specific cities, or imaginary settings, a sense of place is significant to the production and the reception of literary works. This class will look at how writers talk about borders both geographic and metaphorical and at travel writing to consider how these authors create bridges that help us define, map, and understand differences. Prerequisite: ENG 111 or placement credit.

*ENG 230 Engaging the Senses: The Arts and/or Adaptation (3SH)*

This course explores a variety of primary and secondary texts, some of them performed, to consider the role of the arts in literature. Although humans have been adapting stories from one form to another for millennia, in recent years, the process has received increasing attention from critics and popular audiences. How do authors transport us into the world of art, and how might original stories and their adaptations by painters, musicians, and dancers help us understand these art forms and those who create them? Prerequisite: ENG 111 or placement credit.

*ENG 232 Spectrum of the Rainbow: Literature of Diversity and Identity (3SH)*

Students will read literature from a variety of periods and cultures that considers aspects of human diversity and the fashioning of identity. How do authors negotiate differences between the writing self and the written self or the relationship between writer and audience? Making use of primary literary texts (novels, short stories, poetry, etc.) as well as secondary materials (film, TV, non-fiction), students will gain a better understanding of how literature explores and reveals diversity in America and the wider world. Possible topics include: African-American Literature, Stories of Displacement, Women's Lives, and Gay and Lesbian Literature. Prerequisite: ENG 111 or placement credit.

*ENG 236 Love, Friendship, and Family (3SH)*

Our idea of what constitutes "family" is constantly changing, but how we feel about family seems to be as complex as ever. Who are our "loved ones," and how do they both trouble and comfort us? This class considers how authors and artists have addressed the ideas of love and friendship, courtship and marriage, as well as family and estrangement. Prerequisite: ENG 111 or placement credit.

*ENG 238 The Quest for Faith: Gods, Monsters, and the Supernatural (3SH)*

This course explores readings that engage questions and manifestations of faith, both contemporary and/or historical. Stories from the ancient world and new mythologies of the modern superhero push readers to imagine new worlds and reimagine the existing one. Students will explore a variety of sacred and secular narratives from western and/or non-western religions to consider the ways humanity has sought to understand the universe and the earth, and the ways humanity seeks meaning in spite of or because of the fragility of human life. Prerequisite: ENG 111 or placement credit.

*ENG 240 Factual Fictions: Literature and Science (3SH)*

Hypothesis, observation, and the search for knowledge - both science and technology fascinate writers. This course combines readings from fiction and non-fiction that explore the natural world and the world of the imagination. Readings might focus on works of dystopia and science fiction as well as foundational texts in the sciences or the social sciences. Prerequisite: ENG 111 or placement credit.

*ENG 251 Children's Literature and Folklore (3SH)*

A critical survey of literature for and about children. Readings cover a range of literary genres, explore the history and interpretation of children's literature, and consider how children's literature conveys cultural and aesthetic values. This course introduces prospective teachers and others to the practical implications of book selection. Required for certification in early childhood and elementary education. Prerequisite: ENG 112.

*ENG 265 Critical Theory (3SH)*

An introduction to critical theory, including structuralist, deconstructionist, Marxist, gender, and post colonial theories. This course will also cover concepts including period and genre, providing students with the basic vocabulary for the study of literary texts. English minors should complete the course before their junior year.

*ENG 315 Major American Author (3SH)*

Great American writers have attracted public attention as shapers of American thought. This course will consider writers whose work has made a significant contribution to American literature and culture. Students will examine the author's work in the context of the literary movements and the political and social events of the day, as well as the period's major themes and figures. Students will consider the author's development as an artist and stylist in relation to these contexts. Course may be repeated for credit. Prerequisite: ENG 112.

*ENG 316 Major British Author (3SH)*

When people think of British literature, they think of great authors. Students in this class will look at writers whose work and innovations made significant contributions to British literature. The course will consider the author's development as an artist and stylist in relation to these contexts. Course may be repeated for credit. Prerequisite: ENG 112.

*ENG 317 Major Global Author (3SH)*

From the ancient world onwards, authorship has been one recognized form of genius and influence. Students in this course will investigate the works of writers whose works and innovations have made significant contributions to world culture. Students will examine the author's development as an artist and stylist in relation to social and literary contexts. Course may be repeated for credit. Prerequisite: ENG 112.

*ENG 320 Literary Period or Movement (3SH)*

While many authors are known for their individual work, some periods have spawned multiple authors working in relation to one another. Students in this course will examine the debates, dissensions, and collaborations of multiple authors active in a single period or school. Course may be repeated for credit. Prerequisite: ENG 112.

*ENG 340 Management and Leadership Skills in Literature (3SH)*

This course investigates management styles and leadership strategies displayed by characters appearing in literature and other media. The students will study selected readings that emphasize the use of rhetoric to manage people. During the course, students will learn to reflect on their own leadership and that of others. They will also participate in graded and ungraded activities, such as team-building exercises and role-playing scenarios, based on the texts they have read and films they have watched. Prerequisite: ENG 112

*ENG 363 Seminar in Tutoring and Writing (3SH)*

The objectives of this course are the following: to introduce students to the wider range of scholarship in the field of Composition Studies; to train them to assess their own and other writers' skills and needs; to train them to help others to improve their writing; to recognize and write in the various modes of discourse; to develop styles, strategies and approaches to teaching writing skills to students of various social, regional and cultural backgrounds as well as different ability levels and styles of learning; and to use and assess the value of various computer aids to writing. Students in this course will be required to observe and tutor in the Writer's Studio. Prerequisite: ENG 112 and permission of the instructor.

*ENG 372 Creative Nonfiction (3SH)*

The course critically examines published creative nonfiction, as well as student writings, in order to gain deeper understanding of the genre of creative nonfiction. Students will translate their personal experience and research into effective pieces of creative nonfiction (memoir, personal essay, personal/literary journalism). In addition, students will examine ethical considerations involved when writing from "real" life. Students should be prepared to have their work critiqued in open discussion by the class, as well as in private sessions with the instructor. Prerequisite: ENG 112.

*ENG 378 Creative Writing (3SH)*

A course involving the critical examination of student productions in fiction and poetry. Students must be prepared to have their work criticized in open discussion by the class as well as in private sessions with the instructor. Prerequisite: ENG 112.

*ENG 379 Practicum in Professional Writing (1-3SH)*

An off-campus supervised internship providing on-the-job experience in writing copy for public relations, advertising, technical and scientific services, newspaper and magazine journalism. Placement may involve one or more of these experiences depending on intern's background. Prerequisite: ENG 112.

### *ENG 410 Genre Studies (3SH)*

The form of a literary work shapes what an author says and how she says it. As a result, authors experiment within forms to discover their possibilities as well as their limits. Students will explore the development and features of a single genre through the examination of specific examples of that genre. The course may either investigate the development of the genre across time or attend to the specific uses of the genre in a single cultural moment. Although these courses may include some texts in translation, their primary content will be drawn from English language texts. Course may be repeated for credit. Prerequisite: ENG 260 or by permission of the instructor.

### *ENG 420 Literary Themes (3SH)*

Some issues have been of such importance to human societies that they appear in literary texts that span many times and places. In this course, students will explore the ways that authors adapt and employ thematic elements in relation to the demands of their chosen forms and of their specific cultural contexts. Although these courses may include some texts in translation, their primary content will be drawn from English language texts. Course may be repeated for credit. Prerequisite: ENG 260 or by permission of the instructor.

### *ENG 199, ENG 299, ENG 399, ENG 499 Special Topics (1-3SH)*

To be offered at the discretion of the English Program faculty as study topics including independent study, internships, study abroad, research assistantships, and other writing and literature-related projects.

## **Engineering Course Descriptions (EGR)**

### *EGR 102 Engineering Disciplines and Skills (3SH)*

Provides solid foundation of skills to solve engineering problems. Students demonstrate problem-solving techniques with spreadsheets, dimensions and units; use modeling techniques and interpret validity of experimental results. Students design projects on multi-discipline teams. Introduces professional and societal issues appropriate to engineering. Various forms of technical communication are emphasized.

### *EGR 141 MATLAB Programming (3SH)*

Students formulate and solve engineering problems using MATLAB; estimate answers for comparison to computed solutions; read, interpret and write programs, instructions and output; iterate, evaluate conditional statements; and debug. Various forms of technical communication are emphasized.

### *EGR 115 Engineering Design and Modeling (3SH)*

Introduction to engineering graphics and machine design. Students use hand sketching and CAD tools to visualize, communicate, rapid prototype, and analyze engineering problems. SOLIDWORKS software is used.

## **Environmental Studies Course Descriptions (ES)**

### *ES 103 Introduction to Environmental Science (3SH)*

(Cross Reference: BIO 103) This course is designed as an introduction to the major environmental problems faced today. Students will learn how the environment impacts our way of life, and how changes in the environment have the potential to adversely affect humans and other organisms. The course uses case studies to show students how science works to solve environmental issues and emphasizes a critical thinking approach to these issues.

*ES 260 Environmental and Sustainability Communication (3SH)*

(Cross Reference: COM 260) This course introduces students to the basics of environmental and sustainability communication studies. By way of an exploration of various scholarly and popular media, this course will identify and analyze familiar expressions and forms of communication (genres, tropes, such as metaphors and synecdoche, and cultural narratives) central to environmental sustainability communication. The focus will be on how different ideas and issues related to environmentalism and sustainability are circulated, used, and contested by different cultural, social, and political communities.

*ES 199/299/399/499 Special Topics (1-3 SH)*

To be offered at the discretion of the environmental studies program either as a directed research project or for non-listed course offerings such as ecotourism, media and the environment, the politics of climate change, or advanced topics in the field.

**French Course Descriptions (FRE)**

*FRE 101 Elementary French I*

*FRE 102 Elementary French II (3SH)*

These courses provide an introduction to the fundamentals of the French language and employ the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The courses compare and contrast cultural differences between communities in the French-speaking and English-speaking regions of the world. They also emphasize skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar. Additionally, they help students understand written and spoken French by practicing aural and reading comprehension skills at an elementary level. Native speakers may take this course with permission of the instructor for Satisfactory/No credit only. Prerequisite for FRE 102: FRE 101 or equivalent. (Offered as needed)

*FRE 199, FRE 299, FRE 399, FRE 499 Special Topics (1-12SH)*

To be offered at the discretion of the department.

**Game Development (GAM)**

*GAM 330 Introduction to Games (3SH)*

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. Students will also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot. Prerequisites: Successful completion of CS 220 and completion of 24 semester hours

*GAM 331 Content and Systems Design (3SH)*

If you have ever enjoyed the experience of playing a video game, you've had a first-hand lesson in how important content and systems design are. The experience of a game is driven by four major components: content, systems, narrative, and user experience. This class will help students learn to design all four components, and build a deeper understanding of the game development process and an introduction to concepts in scripting. Prerequisites: Successful completion of GAM 330



*GAM 332 Unity I: Working with Unity (3SH)*

The Unity engine powers nearly 50% of all games and nearly 75% of mobile games. This course, built in collaboration with Unity and the IGDA, will introduce you to developing games in Unity. By the end of this course, students will learn how to build a fully functioning game within the Unity system, including all key elements. Prerequisites: Successful completion of GAM 330

*GAM 333 Unity II: Advanced Unity Programming (3SH)*

This course is intended to provide students with the skills and knowledge to bring their mastery of the Unity game engine and C# programming up to a professional standard. Students will learn how to perform a range of vital code-based tasks within the Unity platform, and will grow their skills in building core gameplay functionality, supporting systems and platform-specific optimizations. This course was built in collaboration with Unity. Upon successful completion, students will be prepared to sit for the Unity Certified Associate: Programmer exam. Prerequisites: Successful completion of GAM 331, GAM 332, and GAM 334

*GAM 334 C# Programming (3SH)*

C# is a modern, general purpose, object oriented programming language with a range of uses, most notably creating desktop applications, web applications, web services and building games using the Unity engine. This course is intended to give students a working knowledge of the C# programming language and the .NET framework, as well as an understanding of C#'s application to the Unity Game Development Engine. Prerequisites: Successful completion of CS 210, CS 330, and GAM 330

*GAM 339 Internship in Game Development (0-12SH)*

The Internship in Game Development course is a supervised work experience in a game development setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Game Development course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the students major requirement and the remaining applied towards the students Coker University degree. Prerequisite: Successful completion of GAM 330 and completion of 54 semester hours

*GAM 430 Capstone: Building a Game (3SH)*

This course is intended as a culmination of all a student's work in the Unity Game Development major. Students will work in groups to build a game in the unity engine that uses real-time 2D or 3D visuals and showcases their understanding of the core principles of game design. Students will pitch their game, design, prototype, build and test their game. Students will be evaluated based on the quality of their game, and their internal project management processes. Prerequisites: Successful completion of GAM 333

**General Science Course Descriptions (GS)**

*GS 491 General Science Capstone (3SH)*

Capstone course for general science majors. This course emphasizes applied concepts for professional and research development. Students evaluate and discuss published literature, integrate knowledge gained throughout their major and undergraduate curriculum, and collaborate with faculty members to complete a capstone research project. The project

includes a lecture component on data presentation, in addition to primary laboratory research.

### **General Studies Course Descriptions (GST)**

#### *GST 101 General Studies Capstone (3SH)*

General Studies Capstone course is designed for graduating seniors who use courses from multiple fields to count toward their major and have determined a specific discipline, or combination of disciplines, to focus on for a capstone experience. The course brings together, in one final project or internship commitment (depending on the option each individual student pursues), the skills and knowledge gained over the course of their educational career. The GS400 course is also career- or graduate-school oriented: by completing a final tangible project, which can be described or presented to a current or potential employer, admissions committee, or investor, the student has the opportunity to deploy and show off a wide range of skills and knowledge gained in courses throughout their college career.

### **Geology Course Descriptions (GEO)**

#### *GEO 101 Historical Geology (3SH)*

An introduction to geology with an emphasis on geologic time, the origin and development of living things, the fossil record, the rock record, and the principles of uniformitarianism and superposition, as explained by plate tectonics theory. Prerequisite: MAT 103 or its equivalent.

### **Geography Course Descriptions (GPY)**

#### *GPY 201 World Regional Geography (3SH)*

An introduction and analysis of major world regions and their primary constituent countries. Emphasis will be placed on the physical resources, cultural heritage, and potential for development of each region. (Offered in alternate years)

### **Healthcare Studies Course Description (HSC)**

#### *HSC 100 Medical Terminology (2 SH)*

This course introduces the vocabulary and abbreviations associated with the body as a whole. Emphasis is placed on defining, interpreting, pronouncing and spelling medical terms. In addition to medical terms, accepted abbreviations applicable to body systems will be interpreted.

#### *HSC 322 Health Education and Program Planning (3 SH)*

This course provides an introduction program planning for health education in the community. Emphasis is placed on program planning at the community and public health levels, giving focus to both cultural and technological aspects of programming. Offers students an opportunity to conduct a needs assessment; design and plan a program for a public health issue; create a mission statement for the program as well as goals, objectives, and strategies; and design the intervention, develop an evaluation plan, and create a budget and marketing plan.

#### *HSC 345 Healthcare Research and Epidemiology (3 SH)*

This course incorporates basic research and epidemiological methods, processes, and models in analyzing research studies and incorporating current quality standards into healthcare. Emphasis is also placed on a fundamental understanding of the state of data and analytics in healthcare and the use of datasets in implementing solutions to real world problems. Prerequisite: MAT 203

### *HSC 361 Healthcare Law and Ethics (3 SH)*

This course provides insight into a wide range of legal and ethical issues encountered in the healthcare setting. Topics will include practitioner licensing, HIPAA, professional liability lawsuits, and a general overview of the court system. The course also covers implementation of a framework for addressing ethical issues encountered in healthcare practice.

### *HSC 380 Exploring Health Equity and Healthcare Systems (3 SH)*

This course provides the opportunity for students to develop the knowledge and skills needed to understand the complex healthcare system in the United States. Students will explore societal issues related to health inequality including access to care, payment systems, and social determinants of health in order to understand the individual's role in improving outcomes. As part of this course, students will explore the relationship between health systems and the communities they serve. PreRequisite: ENG 112 or equivalent

### *HSC 381 Healthcare Informatics & Technology (3 SH)*

This course provides an overview of healthcare informatics as it relates to the provision of safe, quality, patient-centered care. Emphasis is placed on the use of technology and information management systems to safely, ethically, and efficiently collect, assess, and communicate medical data. Mitigation of errors through the effective use of technology is evaluated. The maintenance of patient privacy and confidentiality is highly stressed. Pre-requisite: ENG 111

### *HSC 384 Contemporary Issues in Healthcare (3SH)*

This course introduces basic concepts of patient safety, evaluation of quality, quality measures, the role of risk management, and principles of quality improvement. An understanding of these concepts is key in promoting positive health outcomes and in developing an understanding of the role of the individual in quality outcomes. As part of this course, students will examine the various factors that influence health outcomes from biological, psychological, and sociological approaches. ENG 112 or equivalent

### *HSC 455 Internship (3 SH)*

This course provides the opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. Internship placements are directly related to the student's area of concentration and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experience, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields.

## **History Course Descriptions (HIST)**

### *HIST 200: Historical Methods and Theories (3SH)*

This course introduces students to the ways that historical research is conducted and the various theories that have influenced historical writing from the ancient Greek and Roman era through the present day, known as historiography. Students will develop skills needed to identify and logically analyze sources. The course will guide learners to recognize and utilize the newest tech trends used by historians in the field, today. Students will demonstrate their mastery of this course by conducting a guided research project in digital and local archives. The goal of this class is for students to write about their research and deliver a product that is historically sound that advances the knowledge on a subject of history to the university, the community, and/or academic platforms. This course is required for all History minors, and is recommended to be taken early as possible. Prerequisite: HIST 201, 202, 210, 211, or permission of instructor.

*HIST 201 The History of the United States from Pre-Columbian Era to 1865 (3SH)*

HIST 201 is an introduction to the political, social, economic, and cultural history of the United States from the Pre-Columbian era to the end of the American Civil War. This course is designed to help students understand and evaluate various societies, comprehend the historical experience, and further develop reading and writing competencies and critical thinking skills.

*HIST 202 The History of the United States since 1865 (3SH)*

HIST 202 is an introduction to the political, social, economic, and cultural history of the United States since the Reconstruction Era. This course is designed to help students understand and evaluate their society, comprehend the historical experience, and further develop reading and writing competencies and critical thinking skills.

*HIST 210 Western Civilization I (3SH)*

HIST 210 is an introduction to the political, social, economic, and cultural history of western societies from the origins of history through the 1600s. This course is designed to help students understand and compare histories of western societies, comprehend the historical experiences of diverse societal groups, and develop reading and writing competencies necessary for critical thinking and expressing nuances associated with complex histories.

*HIST 211 Western Civilization II (3SH)*

HIST 211 is an introduction to the political, social, economic, and cultural history of western societies from the 1600s to the present day. This course is designed to help students understand and compare histories of western societies, comprehend the historical experiences of diverse societal groups, and develop reading and writing competencies necessary for critical thinking and expressing nuances associated with complex histories. (Offered every year)

*HIST 222 The African American Experiences (3SH)*

(Cross Reference: AAS 322) A detailed exploration of the history of African Americans from 1619 to the present. Major topics include the conditions of slavery, the impact of the Civil War and Reconstruction, the Jim Crow era, the Civil Rights Movement, and the rise of Black Nationalism. Prerequisite: HIST 202 or permission of the instructor. (Offered in alternate years)

*HIST 233 The American Civil War (3SH)*

No episode in American history has had as profound and enduring an impact on the United States as the Civil War. In this course students engage in a group effort to make sense of this complex and tragic conflict, examining the causes of the war, the military strategy and tactics of the Union and Confederacy, the social and political impact of the war, the process of Emancipation, and numerous other topics.

*HIST 236 American Women in History (3SH)*

A multidisciplinary survey of the experiences of American women from the Pre-Columbian era to recent times. This course will feature, in addition to standard historical sources, novels, films, and visiting speakers. Prerequisite: Permission of the instructor. (Offered in alternate years)

*HIST 241 Modern East Asian History (3SH)*

This course is a survey of the histories of Japan, Korea, Vietnam, and China from the beginning of the sixteenth century through the present day. It examines the diversity of the region's cultures, politics, and economies. Comparative explorations of the history of the region through transitions of empires, nationalism, world wars, modernity, migrations, and regimes are explored, as is the historical impact these events had upon the people within and beyond its shifting geopolitical borders are central to this course. Prerequisite: HIST 201, 202, 210, or 211.

*HIST 260 Latin America (3SH)*

(Cross Reference: POL 360) The history of Latin America from earliest times to the present, with an emphasis on major political and social developments. Prerequisite: ENG 111.

*HIST 271 Early Modern Europe (3SH)*

This course examines the history of Europe from the fifteenth century through the final years of the eighteenth century. Emphasis is placed upon religion and the Reformation era, the rise of the Enlightenment, the age of exploration, political structures, colonization, and revolutions. Historical considerations of the role of emerging market economies on those who were colonized and Europe's relationship with Africa and the Caribbean are integral to this historical survey. The course traces the complex communities of European societies, their politics, and their culture to better understand the history of Europe as it moved into the modern era. Prerequisite: HIST 201, 202, 210, or 211.

*HIST 311 The Contemporary United States (3SH)*

From 1945 to the present; emphasis on the social, political, cultural, and economic changes that shape contemporary life. Special emphasis on the changing roles and status of women and racial minorities in modern America. Prerequisite: HIST 202 or permission of the instructor. (Offered in alternate years)

*HIST 321 The Second World War (3SH)*

This course introduces students to the Second World War's causes, campaigns, personalities, and impact on six continents. It devotes considerable attention to the causes of the war, as well as the nature of the world and individual countries before the war in order to better understand the changes produced by the war. Prerequisite: HIST 211 or permission of the instructor. (Offered in alternate years)

*HIST 361 Modern Revolutions (3SH)*

(Cross Reference: POL 361) Comparative history and political sociology of 18th through 20th-century revolutions including revolutions in France, the U.S., Mexico, Russia, China, Cuba, Iran and Nicaragua. Prerequisite: SOC 101 or 102 or POL 101 or HIST 210. (Offered in alternate years)

*HIST 390 The Contemporary World (3SH)*

(Cross Reference: POL 390) This course will be coordinated with the pillars chosen by the student for their program of general education. In doing so, it will provide an in-depth view of pressing issues in recent world history, such as poverty in the developing world; north-south income disparities; ecological degradation; de-colonization; the end of the cold war; ethnic and race relations; religious strife; geopolitical disputes; technology transfer; the rights of indigenous peoples; women's rights; and alternative forms of diplomacy. Capital designated course. Prerequisite: ENG 112.

*HIST 199, HIST 299, HIST 399, HIST 499 Special Topics (1-12SH)*

## **Honors Course Descriptions (HON)**

### *HON 220: Honors Research Writing and Communication Skills (3SH)*

This course will enable students to practice their research skills by instructing them how to compose information in written, verbal and visual forms. Students will learn communication and design theories that will enable them to communicate their research through different types of writing, oral presentations, posters, slide decks, and electronic documents. Prereq. ENG 112 or equivalent and COM 101.

### *HON 240 Current Topics in the Humanities (3SH)*

This course explores current issues that the disciplines in the humanities face both inside and outside academia. Each instructor will design the course to contain media (readings, videos, movies, etc) that demonstrate the contributions of the disciplines to public life. In addition, students discuss the positive and negative public perceptions related to specific disciplines in the humanities. Students will investigate organizations and associations dedicated to supporting practitioners in the humanities. Prerequisites: LIB 101, MAT 103, and ENG 112 or equivalents.

### *HON 245 Current Topics in the Arts (3SH)*

This course explores current issues that the disciplines in the arts face both inside and outside academia. Each instructor will design the course to contain media (readings, videos, movies, etc) that demonstrate the contributions of the discipline to public life. In addition, students discuss the positive and negative public perceptions related to specific disciplines in the arts. Students will investigate organizations and associations dedicated to supporting practitioners in the arts. Prerequisites: LIB 101, MAT 103, and ENG 112 or equivalents.

### *HON 250 Current Topics in the Social Sciences (3SH)*

This course explores current issues that the disciplines in the social sciences face both inside and outside academia. Each instructor will design the course to contain media (readings, videos, movies, etc) that demonstrate the contributions of the discipline to public life. In addition, students discuss the positive and negative public perceptions related to specific disciplines in the social sciences. Students will investigate organizations and associations dedicated to supporting practitioners in the social sciences. Prerequisites: LIB 101, MAT 103, and ENG 112 or equivalents.

### *HON 255 Current Topics in Sciences and Mathematics (3SH)*

This course explores current issues that the disciplines in the sciences and mathematics face both inside and outside academia. Each instructor will design the course to contain media (readings, videos, movies, etc) that demonstrate the contributions of the discipline to public life. In addition, students discuss the positive and negative public perceptions related to specific disciplines in the social sciences. Students will investigate organizations and associations dedicated to supporting practitioners in sciences and mathematics. Prerequisites: LIB 101, MAT 103, and ENG 112 or equivalents.

### *HON 290 Introduction to Honors Capstone and E-Portfolio (2SH)*

This course will instruct students how to research and complete a proposal for their Honors Capstone. It will also instruct them how to create and maintain a reflective e-portfolio that traces their opportunities, activities, and experiences in outstanding academics, campus leadership, creative endeavors, innovative scholarship, global citizenship, and pre-professional experiences, with a focus on two distinct areas of their choice.

*HON 300 The New York Times, Information or Opinion? (2SH)*

This course is a co-taught honors seminar in which students will read, discuss, and analyze articles from current and older editions of The New York Times. Students will practice information literacy as they learn how the online New York Times is set up and discuss readings based on common themes determined by the professors and the class. This class may be repeated for credit.

*HON 470 Honors Capstone I (1SH)*

This course involves the planning and execution of the student's honors capstone project. The student will work with a mentor to create a capstone proposal that will be approved by the Honors Program Committee. This course may be repeated for credit up to a total of no more than three semester hours. HON 470 must be completed with a minimum grade of C. If the student does not achieve the minimum grade of C, the student must retake the course at Coker University.

*HON 480 Honors Capstone II (1SH)*

This course involves the writing and public presentation of the student's capstone project. Honors students will present their projects to the campus community in a suitable venue (such as the Celebration of Academics Week held each spring semester) approved by the Honors Program Committee. HON 480 may be repeated once for credit if students do not complete their projects in one semester. HON 480 must be completed with a minimum grade of C. If the student does not achieve the minimum grade of C, the student must retake the course at Coker University.

*HON 199/299/399/499 Honors Seminar (1-3SH)*

To be offered at the discretion of the Honors Program. These co-taught seminars focus on a subject area identified by the Honors Program Committee as key to a modern education.

**Humanities Course Descriptions (HUM)**

*HUM 150 Principles of Logic and Society (3SH).*

This course provides an introduction to the various ways that philosophers and their ideas as associated with humanities were/are central to Social Sciences and Humanities. Learners will gain an awareness of the ways that societies respond to philosophical ideas proposed by leaders in the field. Students will examine how ideas of societies are constructed, reflected, and reimagined to better explain how the values and ideas of societies think about themselves and others change over time. Students will recognize that societies are not static; societies are ever changing and are contested. Skills acquired by students taking HUM 150 will gain foundational insights for successfully working in the fields of History, the Arts, Communications, Education, Social Sciences, Business, and the Natural Sciences.

*HUM 200 Introduction to the Humanities (3SH)*

This class is a multidisciplinary exploration of the ways that the study of the humanities enables students to think about the world and their place in it. Students will learn how different disciplines in the humanities engage with and try to understand the human condition. Students will study works of literature, film and the visual and performing arts through approaches that require critical thinking, encourage empathy and reflection, and acknowledge the works' openness to interpretation. This class should be taken during the student's sophomore year or early in his or her junior year. Prerequisite: Eng 112

### *HUM 450 Humanities Capstone (3SH)*

This course will involve the completion of two major components that are rooted in research based on your humanities major courses and areas of interest. The first component is a research essay and the second component is an action-driven field assignment. Together, the essay and project will solve an issue that the student takes personal interest in by assessing the problem and creating a solution through engagement. Each semester, the instructor will choose an overarching theme to serve as an anchor point for the student's research interests. Prerequisite: HUM 200.

### **Information Technology Systems (ITS)**

#### *ITS 340 Introduction to Information Technology Systems (3SH)*

Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce students to the fundamentals of the field and teach them a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, students will be prepared to take the next steps in IT and start solving technology problems on their own. Prerequisites: Successful completion of CS 111, CTE 101, CTE 201, and completion of 24 semester hours

#### *ITS 341 Networking Technologies and Telecommunications (3SH)*

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 students how networks work, and how to set up and secure them. By the end of this course, students will be able to manage and maintain a range of different network types. Prerequisites: Successful completion of ITS 340

#### *ITS 342 PostgreSQL (3SH)*

Modern applications often rely on databases and, by extension, need software systems to manage those databases. One such system is PostgreSQL, which is notable for including many features that help facilitate application development and protect data. By the end of this course, students will be able to use PostgreSQL to manage databases and support application development and integration. Prerequisites: Successful completion of ITS 340

#### *ITS 343 Operating Systems and Architecture (3SH)*

Whether you are 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 students the fundamentals of Operating System structure, function, and architecture, and prepare them to administer both Windows and Linux-based systems. Prerequisites: Successful completion of ITS 340

#### *ITS 344 Information Security and Data Protection (3SH)*

Imagine a world where people were trying to steal from every home, workplace, or bank - all the time. That is the world of digital security. Because it is 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 students how to help defend against this constant assault and keep valuable information and critical systems safe. Prerequisites: Successful completion of ITS 341



### *ITS 349 Internship in Information Technology (0-12SH)*

The Internship in Information Technology course is a supervised work experience in an information technology setting. The specific work environment and student's job responsibilities must be approved, in advance. Students will be required to maintain a detailed journal relative to their workplace activities, establish specific learning goals, complete a reflective essay regarding the experience, and will be evaluated by their workplace supervisor. Students must work a minimum of forty-five (45) hours in the internship environment per credit hour earned. Students may receive from zero to twelve (0-12) credit hours for the Internship in Information Technology course. This course may be repeated for up to 12 credit hours with three (3) credit hours applied to the students major requirement and the remaining applied towards the students Coker University degree. Prerequisite: Successful completion of ITS 340 and completion of 54 semester hours

### *ITS 440 Information Technology Capstone (3SH)*

In previous courses students have 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. Students will 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 students know how to solve IT problems as they arise, they'll be able to prevent those problems from happening in the future. Prerequisites: Successful completion of BUS 345, ITS 341, ITS 343, and ITS 344

## **Interdisciplinary Studies Course Descriptions (IS)**

### *IS 180: Outdoor Research Experience (0-1SH)*

This course offers a guided experiential study opportunity for students from all majors who are interested in completing a self-directed project in a natural environment while on a three-day camping trip. Preparation includes planning an outdoor group experience; proposing a small research project in a discipline the student is familiar with; learning about equipment, outdoor safety and responsible interaction with the natural environment. Camping equipment available on loan. Projects and activities will vary, as they are based on individual participating students' majors or previous course experience, as well as on location (state or national park or preserve in or near SC). Students are guided in developing project proposals depending on their individual areas of expertise or interest; students are encouraged to consult with professors in the field. No prerequisite; counts toward study away requirement. Course fee.

### *IS 200 Introduction to Interdisciplinary Studies (3SH)*

This course introduces the student to the field of interdisciplinary studies, its terminology and theories, and its relevance to career development and continued college studies. Studying the ways disciplines interact and connect with each other, students gain a clearer understanding of different disciplines and their field-specific approaches to research, knowledge, and practice. Students explore how different fields compete with or complement each other in their ways of addressing problems. The class examines complex real-world problems to help bridge the gap between career choice and academia, while also encouraging students to identify strengths, challenges, and interests. Prerequisite: ENG 112.

### *IS 301 Interdisciplinary Research (1-3SH)*

Designed to build on skills and knowledge acquired in IS 200, this course allows students to pursue an individualized interdisciplinary research or creative project that matches their career interests. Projects are designed with initial support from faculty members in the disciplines involved and then supervised by the Coordinator of Interdisciplinary Studies. Students will draw on existing library resources as they apply the Broad model to conduct interdisciplinary research. Number of credit hours is determined by the extent of the research project proposed. Course can be repeated for credit. Prerequisite: IS 200 or permission of the instructor.

### *IS 302 Interdisciplinary Internship (1-3SH)*

Designed to give interdisciplinary studies majors academic credit acquired in supervised work in the field of their career interest. Internships are arranged in coordination with the Student Success Center based on the individual interest of the student. Internships are supervised by the Coordinator for Interdisciplinary Studies; students keep a reflective account that addresses interdisciplinary qualities. Number of credit hours is determined by internship hours (45 hours of internship per semester credit hour). Course can be repeated for credit. Prerequisite: IS 200 or permission of the instructor.

### *IS 380: Parks in Context (3 SH)*

This course examines the design, history, and purpose of parks (city, state, national) in the context of American society and ideals. Beginning with concepts of nature and wilderness in the 19th century, students will learn about the ways parks reflect social and political concerns, business and preservation interests, debates about representation and access, and questions about land ownership and use. Texts include documentary clips, literature and visual arts, maps, web sites, essays, and interviews. Students visit three parks on independent day trips. Course fulfills CAP300 requirement and study away requirement.

### *IS 400: Interdisciplinary Studies Senior Capstone (3SH)*

(Cross Reference: BUS 400) This course completes the student's studies in the Interdisciplinary Studies Program with the creation of a capstone work, which can consist of any one of the following: a substantial (135 hours) relevant internship experience accompanied by a written reflection; a substantial capstone project (such as a set of program notes, a publication, etc.); or a substantial research paper. The student's capstone work is supported by an advisory committee of the two to three faculty members from the relevant departments, in addition to the Coordinator of Interdisciplinary Studies. Additional coursework consists of career research and preparation. This course must be taken during the student's senior year.

## **International Studies Course Descriptions (INS)**

### *INS 410 International Studies (3SH)*

Individual research in communication, economics, history, politics or culture focusing on relations between societies or on specific societies outside the United States. The student will be supervised by a faculty member from the discipline relevant to the student's research interest. This course does not count for General Education Program requirements. (Offered as needed)

## **Library Course Descriptions (LIB)**

### *LIB 101 Introduction to Library Research Skills (1SH)*

This course is a basic introduction to the process of doing research: finding information, interpreting it, and putting it to use. Students are introduced to a variety of information sources, including books, periodicals, databases, and websites. Citation style is discussed with an emphasis on APA and MLA styles and how properly citing sources is related to academic integrity.

### **Math Course Descriptions (MAT)**

#### *MAT 103 Quantitative Literacy (3SH)*

Topics include mental calculations, ratios, percents, and proportions, proper use of technology such as calculators and spreadsheets, understanding quantitative information in the media, financial literacy, measurement, and the ways in which mathematics and algorithms affect society. The course will emphasize real world applications and communicating mathematical and quantitative information effectively. Applications will have students work with linear, quadratic, exponential, and logarithmic functions on a conceptual and practical level. A review of topics from arithmetic and algebra will be available if needed, with enrichment otherwise. Fulfills requirements for any course listing MAT 101 as a prerequisite. (Does not count towards major or minor requirements.)

#### *MAT 203 Elementary Statistics (3SH)*

An introduction to probability and to the use of statistical methods and applications. Topics include descriptive statistics, various distributions, random variables, estimation, hypothesis testing, regression and correlation, and analysis of variance. Prerequisite: MAT 103, placement criteria, or equivalent background.

#### *MAT 220 History of Mathematics (3SH)*

Students will investigate how people and societies have used mathematics and quantitative reasoning to solve problems throughout history. Students will learn about the universality and adaptability of mathematics by applying the variety of quantitative reasoning methods invented by different cultures to solve historical problems. Prerequisite: MAT 103, placement criteria, or equivalent background.

#### *MAT 230 Precalculus (4SH)*

A study of functions meant to prepare a student for calculus. Topics include systems of equations, polynomial functions, rational functions, trigonometric functions, and inverse functions. Prerequisite: MAT 103, placement criteria, or equivalent background. (No credit toward major or minor.)

#### *MAT 231 Calculus I (4SH)*

Limits and continuity, the derivative, differentiation of algebraic and trigonometric functions, applications of derivatives, Fundamental Theorem of Calculus. Prerequisite: MAT 230 or permission of the instructor.

#### *MAT 232 Calculus II (4SH)*

Techniques of integration, applications of integrations, improper integrals, infinite series. Prerequisite: MAT 231 or permission of the instructor.

#### *MAT 233 Calculus III (4SH)*

Vector representation of curves and surfaces, partial derivatives, multiple integrations. Prerequisite: MAT 232 or permission of the instructor.

*MAT 240 Seminar in Tutoring Mathematics (2SH)*

This course prepares students planning to seek employment as peer math tutors in the Center for Quantitative Literacy. Includes administrative aspects of working in the QL Center, a review of course materials and guidelines for MAT 103, 203, and 230, and best practices for tutoring. Students will complete an internship in which they observe and assist current peer tutors, for which they will be compensated. Does not carry credit towards the general education CORE requirement. Does not carry credit towards a major or minor in mathematics. Prerequisite: Instructor consent.

*MAT 250 Mathematical Reasoning (3SH)*

An introduction to logic and methods of proof, algorithms, counting, Boolean algebra, graph theory, and finite state machines. Pre- or corequisite: CS 110, MAT 231 or permission of the instructor.

*MAT 303 Introduction to Data Mining (3SH)*

This course covers motivations behind Data Mining, exploring its uses and abuses in modern society, and applying some elementary techniques to real-world data sets such as Data Preprocessing, Classification, Association Analysis, Clustering, and Dimension/Noise Reduction. The course will culminate in an extensive exploratory project. As a Capital Designated Course, students will also use knowledge and techniques gained from their previous classes to: connect examples, facts, or theories from more than one content area; connect knowledge (facts, theories, etc.) from general education coursework to civic engagement and to the student's participation in civic life and/or community or professional contexts and structures. Prerequisites: Completion of MAT-203 with a minimum grade of B, and one course from: MAT 230, 231, or CS 110. Capital designated course.

*MAT 308 Probability and Statistics (3SH)*

A calculus based study of probability distributions and their application to statistical analysis. Prerequisite: MAT 232.

*MAT 311 Topics in Geometry (3SH)*

Euclidean and non-Euclidean geometries including methods of proof, Riemannian geometry, hyperbolic geometry, and geometric transformations. Prerequisite: MAT 250 and MAT 232.

*MAT 315 Linear Algebra (3SH)*

Linear equations and matrices, vectors and vector spaces, linear transformations, eigenvalues and eigenvectors, orthogonality, and applications. Interactive activities explore the graphical, numerical, and symbolic capabilities of computer algebra systems. Prerequisite: MAT 231.

*MAT 316 Differential Equations (3SH)*

Solutions of first order and higher order differential equations and their applications; power series solutions; introduction to Laplace transformations and numerical solutions. Prerequisite: MAT 232.

*MAT 350 Mathematical Reasoning II (3SH)*

This course begins where MAT 250 Mathematical Reasoning ends. Students will be exposed to more sophisticated mathematical structures as well as the associated proof techniques. Canonical proofs from a wide variety of classical mathematical sub-disciplines will be covered. Prerequisite: MAT 250, MAT 233 is highly recommended.

*MAT 375 Computational Methods (3SH)*

(Cross Reference: CS 375) An introduction to computational and numerical mathematics. Topics include computer arithmetic, error propagation, roundoff error, root finding methods, numerical differentiation, numerical integration, and polynomial interpolation. Prerequisites: MAT 232, CS 110 or permission of the instructor.

*MAT 450 Abstract Algebra (3SH)*

Sets and mappings, equivalence relations, groups, isomorphisms, cosets, Lagrange's Theorem, rings, integral domains, and fields. Prerequisites: MAT 250 and MAT 315, or permission of the instructor.

*MAT 451 Introduction to Topology (3SH)*

An introduction to Euclidean spaces, metric spaces, and point-set topology, with an emphasis on proof technique. Prerequisite: MAT 250, 231.

*MAT 452 Real Analysis (3SH)*

Rigorous proofs of many calculus results. Topics include cardinality of sets, limits of sequences and series, continuity, and derivatives. Prerequisite: MAT 233 or permission of the instructor.

*MAT 199, MAT 299, MAT 399, MAT 499 Special Topics (1-12SH)*

To be offered at the discretion of the mathematics faculty either as a directed research project or for non-listed course offerings such as: Mathematical Statistics, Complex Analysis, Real Analysis II, Abstract Algebra II, Graph Theory, Number Theory, Mathematical Chaos.

**Music Course Descriptions (MUS)**

*MUS 100 Music Events (0SH)*

Recital and concert attendance for music majors and minors. Students must attend a minimum of ten approved recital events per semester. May be repeated. (S/NC)

*MUS 101 Elementary Studies in Applied Music: Piano, Voice, Instrumental (1SH)*

Applied music for the non-major, non-performance-track music major, and for the music major studying a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 101T Elementary Studies in Applied Music for Musical Theatre: Voice (1SH)* Applied music for students in the Musical Theatre concentration. Vocal production and technique, interpretation and repertory. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 102 Elementary Studies in Applied Music: Piano, Voice, Instrumental (2SH)*

Applied music for the non-major, non-performance-track music major, and for the music major studying a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 102T Elementary Studies in Applied Music for Musical Theatre: Voice (2SH)*

Applied music for the Musical Theatre major. Vocal production and technique, interpretation and repertory. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 103, MUS 104 Class Piano (2SH EACH)*

Piano instruction in a group setting, taught in the University's electronic piano laboratory. MUS 103 is a beginning level course, moving from fundamentals into a range of keyboard skills, including music reading, harmonization, improvisation, transposition, and technique; the process is continued in MUS 104. Completion of MUS 103 or permission of the instructor is required for enrollment in MUS 104. (Open to non-majors)

*MUS 105 Class Voice (2SH)*

Introduction to the fundamental principles of singing including breath control, tone production, diction, and an introduction to appropriate vocal literature. May be repeated once for additional credit. (Open to non-majors)

*MUS 107 Intro to Music Performance (3SH)*

An introductory performance course combining study in beginning piano, voice, and instrumental performance, and the rudiments of music reading studied in the context of group instruction. Emphasis is placed on ensemble singing/playing. Active participation in performance by all members of the class. (Offered every fall semester. Not intended for Music majors)

*MUS 111, MUS 112, MUS 211, MUS 212, MUS 311, MUS 312, MUS 411, MUS 412*

*Applied Music: Piano, Voice, Instrument (2SH EACH)*

All applied music courses require a one-hour lesson per week (or its equivalent), plus the necessary practice, performance in studio classes, juries and public recitals. These courses represent four years of liberal arts study in performance. Prerequisite: music major or music education major and permission of the instructor.

*MUS 120 Foundations of Musical Skill (3SH)*

A course in the rudiments of music reading, intervals, chords and scales. On the basis of entrance exams for music majors, this course may be recommended before a student enrolls in MUS 121. (Open to non-majors)

*MUS 121 Music Theory I (3SH)*

*MUS 122 Music Theory II (3SH)*

*MUS 221 Music Theory III (3SH)*

The three-semester presentation of the rudiments of music and harmonic materials from the Period of Common Practice (1600-1900). (Open to non-majors by permission of the instructor.) Prerequisite for MUS 222: MUS 104 or MUS 101/102P or MUS 111P.

*MUS 131 Aural Skills I (1SH)*

*MUS 132 Aural Skills II (1SH)*

*MUS 231 Aural Skills III (1SH)*

A three-semester course devoted to building the sight-singing and ear training skills of music students by use of solfege and melodic and rhythmic dictations. Corequisite: MUS 121, 122, and 221.

*MUS 151 Collaborative Piano (1SH)*

A performance class designed to acquaint the pianist with collaborative piano performance. Emphasis is placed on the problems of ensemble playing. Active participation in performance by all members of the class. May be repeated for additional credit. Prerequisite: Permission of the instructor.

*MUS 152 The Coker Singers (0-1SH)*

This organization is open to students desiring training in vocal ensemble. The group presents public programs on campus and during an annual off-campus tour. May be repeated for additional credit. (Open to non-majors by permission of the instructor)

*MUS 153 Opera Workshop (2SH)*

Opera Workshop is a performing organization open to students at all levels of vocal study. Performances are held both on and off campus throughout the year. May be repeated for credit six times. Prerequisite: Permission of the instructor. (Offered on demand)

*MUS 154 Musical Theatre Workshop (0-1SH)*

(Cross Reference: THE 154) Musical Theatre Workshop is an ensemble open to students at all levels of vocal study. Emphasis will be given to preparing and coaching scenes from various musicals and performance of these scenes. May be repeated for additional credit. Prerequisite: Permission of the instructor.

*MUS 158 Concert Band (0-1SH)*

An ensemble dedicated to the exploration of a variety of concert band repertoire for woodwind, brass, and percussion instruments. The Concert Band aims to provide a high-quality band experience for Coker students and to bring together area musicians to rehearse and perform both on and off campus. May be repeated for additional credit. Contact instructor for audition.

*MUS 159 Coker Cantilena (0-1SH)*

The Coker Cantilena performs a wide variety of choral literature and engaging performance styles designed for treble voices (sopranos, altos, and countertenors). The repertoire ranges from traditional Western Classical to contemporary compositions from a variety of cultures and languages. Performances regularly include concerts on campus and in surrounding communities. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 160 Coker Brass Ensemble (0-1 SH)*

An ensemble dedicated to the participation and performance of traditional and contemporary brass literature in a variety of styles. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 180 Instrumental Methods for Choral Students (1SH)*

A course designed to give choral music education majors basic information concerning string, woodwind, brass, and percussion instruments. Prerequisites: music education major or instructor permission. (Offered in alternate years)

*MUS 181 Instrumental Techniques: Strings (1SH)*

Techniques and materials for beginning study on string instruments. Required of / restricted to music education majors. (Offered in alternate years)

*MUS 182 Instrumental Techniques: Brass and Percussion (1SH)*

Techniques and materials for beginning study on brass and percussion instruments. Required of / restricted to music education majors. (Offered in alternate years)

*MUS 183 Instrumental Techniques: Woodwinds (1SH)*

Techniques and materials for beginning study on woodwind instruments. Required of / restricted to music education majors. (Offered in alternate years)

*MUS 184 Choral Methods for Instrumental Students (1SH)*

A course designed to give instrumental music education majors basic information concerning choral singing. Prerequisites: music education major or instructor permission. (Offered in alternate years)

*MUS 197 First-Year Seminar in Music (1SH)*

Students will learn how to become successful music majors and develop habits that will prepare them for careers in music, music-related disciplines, or for lives in which music plays an important part. Topics for discussion will include degree requirements and concentrations within the music major, academic and professional expectations, exploration of career options, preparing for professional opportunities, and applying to graduate school. Music faculty, visiting artists, and alumni will also discuss their experiences as professional musicians. (Offered every spring semester)

*MUS 200 Introduction to Music Technology (2SH)*

An introduction to the standard applications of music technology, including general computing processes, recording and editing of digital video & audio, MIDI, music notation, cloud services, iPad utilization, and other technology-enhanced instruction. Prerequisite MUS 121. (Offered in alternate years)

*MUS 230 Introduction to Western Classical Music (3SH)*

This course is primarily aimed at developing musical listening skills. Most examples are taken from European classical music of the fifteenth century to the present, but some American popular musical traditions will also be included. The class provides a vocabulary and framework by which students learn to communicate about music both verbally and in writing. A variety of assessment tools will be used including listening exercises, written reports, oral presentations, and group work.

*MUS 235 Introduction to World Music (3SH)*

This course will introduce students to a variety of music, including both popular and art traditions, from some of the following cultures: Sub-Saharan Africa, the Indian subcontinent, Indonesia, China and Japan, the Middle East, Mexico and South America, and Native America. The course will develop listening skills, the use of analytical terminology to describe a wide variety of musical traditions, knowledge of a variety of instruments and performance ensembles, knowledge of a variety of performance styles and genres, and an appreciation of the cultural context in which music is created and performed.

*MUS 240 American Music: Traditions and Identities (3SH)*

This course examines a variety of musical traditions in the twentieth century in order to ask how Americans have represented themselves in music. Traditions explored include ragtime, blues, Dixieland, swing, bebop, folk, rock, rap, pop, musicals, opera, orchestra, instrumental, and vocal music. Often the individuals creating and performing these traditions were people of color, people of Jewish heritage, and those of GLBT+ identities. In addition to examining how this music is constructed in sound and text, the course explores how this music functioned in American culture, and how its creators and performers navigated a society that frequently marginalized or ignored their identities.



*MUS 260 Amplified Vocal Styles (1 SH)*

An in-depth study and application of methods for singing amplified vocal styles in a variety of popular music genres. Instruction will consist of lecture, training, performance, and discussion of relevant techniques and solutions. Course will cover microphone technique, treatment of vowels, consonants, vocal stylisms, musical style, and vocal efficiency. Students will explore technique through songs of various qualities while being mindful of vocal health and stamina. May be repeated for additional credit. Prerequisite: Permission of the Instructor. (Offered every fall semester)

*MUS 268 Diction for Singers (3 SH)*

Strongly recommended for students with voice as their principal performing area and music education majors. Principles of pronunciation and enunciation; use of the International Phonetic Alphabet. Primary emphasis on the English language, secondary emphasis on the Italian, German, and French languages. (Offered in the spring semester of odd-numbered years. Open to non-majors by permission of the instructor.)

*MUS 269 Art Song Literature (3SH)*

A historical survey of the literature of vocal art song including German Lieder, French Mélodie, and Italian song as well as the art song traditions of other nations with particular focus on important composers, poets, and the overall structure of the genre. Prerequisite: ENG 112. (Offered in the fall of odd-numbered years.) Open to non-majors.

*MUS 301 Studies in Applied Music: Piano, Voice (1SH)*

Applied music for the advanced non-major, non-performance-track major, and for the music major continuing study on a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 301T Studies in Applied Music for Musical Theatre: Voice (1SH)*

Applied music for advanced students in the Musical Theatre concentration. Vocal production and technique, interpretation and repertory. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 302 Studies in Applied Music: Piano, Voice (2SH)*

Applied music for the advanced non-major, non-performance-track major, and for the music major continuing study on a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 302T Studies in Applied Music for Musical Theatre: Voice (2SH)*

Applied music for advanced students in the Musical Theatre concentration. Vocal production and technique, interpretation and repertory. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

*MUS 321 Form and Analysis (3SH)*

Detailed study and practice in analysis of the structure of music from the smallest structural units to large compound forms. Direct applications in music from various epochs. Prerequisites: MUS 121, 122, and 221. (Offered in alternate years)

*MUS 331 Survey of Music History I (3SH)*

Survey of music from Antiquity to 1750. Prerequisites: MUS 221 and ENG 112. (Open to non-majors by permission of the instructor) (Offered in fall of odd-numbered years)

*MUS 332 Survey of Music History II (3SH)*

Survey of music from 1750 to the present. Prerequisites: MUS 221 and ENG 112. (Open to non-majors by permission of the instructor) (Offered in spring of odd-numbered years)

*MUS 350 Broadway and Hollywood Musicals in the Twentieth Century (3SH)*

(Cross Reference: COM 350, THE 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theatre repertoire written for both stage and screen, and will include works written from the 1910s to the present. Most works studied will be of three types: 1) shows originally written for the stage, 2) movie versions of staged shows, and 3) original movie musicals. Class activities will include comparisons of stage versus screen versions; analysis of song lyrics and song forms; visual, dramatic and character analysis; and analysis of the variety of musical styles found in musical theatre. Class content will also include the cultural and economic history of musical theatre and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 112. (Offered in fall of even-numbered years)

*MUS 355 The Coker Chamber Singers (0-1SH)*

This auditioned ensemble (14-16 singers) studies and performs choral chamber works of all musical periods. The choir presents several concerts each semester, both on- and off-campus. May be repeated for additional credit. Prerequisite: Open to majors and non-majors by audition only.

*MUS 362 Elementary Music Methods and Materials (3SH)*

A study of the methods and materials of music in the elementary school. Includes curriculum, techniques, program building and music teaching behavior. Includes one full semester hour of reading in the subject area as taught by a faculty member chosen by the Director of Teacher Education. Required of music education majors. Prerequisite: MUS 121. (Offered in alternate years)

*MUS 363 Secondary Music Methods and Materials (3SH)*

A study of the methods and materials of choral and general music in the secondary school. Includes curriculum, techniques, program building, programming and music teaching behaviors. Required of music education majors. Prerequisite: MUS 122. (Offered in alternate years)

*MUS 364 Piano Pedagogy (2SH)*

A theoretical and practical inquiry into the teaching of piano in private, group, and laboratory situations. After an introduction to basic theories of learning and development and an examination of piano teaching methods and materials, students observe lessons being taught and are required to teach a number of lessons under faculty supervision. Prerequisite: permission of the instructor. (Offered on demand)

*MUS 365 Piano Literature (3SH)*

A survey of piano repertoire appropriate to various performance and teaching situations is examined. Prerequisite: permission of the instructor.

*MUS 366 Vocal Pedagogy (2SH)*

Recommended for students with voice as their principal performing area and Music Education majors. Voice physiology and function, common vocal faults, pedagogical approaches and methodology. Prerequisite: MUS 267. (Offered in spring of odd-numbered years.)

*MUS 367 Practicum in Musical Theatre (0-1SH)*

(Cross Reference: THE 367) A course providing practical experience for the singer/actor by taking a leading role in a musical theatre production. May be repeated once for credit. Prerequisites: THE 156, MUS 101T and/or permission of the director of the production.

*MUS 371 Conducting (2SH)*

Basic conducting course. Includes score preparation and interpretation, baton techniques, and rehearsal planning and techniques. Prerequisite: MUS 121 or permission of the instructor. (Offered in alternate years)

*MUS 372 Advanced Conducting (2SH)*

A study of and laboratory in musical rehearsal techniques. Prerequisite: MUS 371 or permission of the instructor. (Offered in alternate years)

*MUS 380 Half Recital (0SH)*

Preparation and public performance of at least 25 minutes of prepared solo repertoire displaying technical and musical command of literature from a variety of musical styles and periods. Prerequisites: Completion of or concurrent enrollment in 302 or 311 and permission of the instructor. (S/NC)

*MUS 466 Advanced Vocal Pedagogy (2SH)*

Designed to further present the physiological and acoustical bases for a coherent approach to the teaching of singing including practical application, studio setup and ethics, and financial consideration. Students will acquire practical experience in teaching voice in the standard format: one-on-one studio work. While the principal focus of this course is on the voice as a solo instrument in the Western classical tradition, the principles covered in this course are also applicable to choral, theatrical, and popular genres. Prerequisites: MUS 366 and permission of the instructor.

*MUS 467 Pedagogy Internship: Voice (1SH)*

Teaching Internships in voice provide opportunities for students to experience teaching individual voice lessons. Guided by faculty supervision, this course structures a practical experience where students will participate in and reflect on voice education in a one-on-one studio setting. Prerequisites: completion of or concurrent enrollment in MUS 466 and permission of the instructor.

*MUS 468 Pedagogy Internship: Piano (1SH)*

Teaching Internships in piano provide opportunities for students to experience teaching individual piano lessons. Guided by faculty supervision, this course structures a practical experience where students will participate in and reflect on piano education in a one-on-one studio setting. Prerequisites: completion of or concurrent enrollment in MUS 364 and permission of the instructor.

*MUS 480 Full Recital (1SH)*

Preparation and public performance of at least 50 minutes of prepared solo repertoire displaying technical and musical command of literature from a variety of musical styles and periods. Prerequisites: Completion of or concurrent enrollment in 302 or 411 and permission of the instructor. (S/NC)

*MUS 481 Capstone (1SH)*

Students completing the BA in Music with a concentration in general music will complete a capstone project leading to a public presentation. Projects may include research paper, lecture recital, composition, or other format agreed upon by music faculty. Offered on demand. Prerequisites: music major and permission of the instructor.

*MUS 199, MUS 299, MUS 399, MUS 499 Special Topics (1-12SH)*  
Offered at the discretion of the music instructors.

### **Nursing Course Descriptions (NUR)**

#### *NUR 204 Professional Practice (3 SH)*

This course provides an introduction to nursing core values, ethics, and roles of the nurse in various healthcare settings. Emphasis is placed on the knowledge and skills needed to provide safe, quality care and the role of boards of nursing in public safety. An introduction to the nursing process provides a decision-making framework to assist in developing effective clinical judgment. Students also learn basic nursing skills. Students retaking NUR 204 must also enroll in NUR 204C. Pre- or Corequisite: NUR 212

#### *NUR 204C Introduction to Professional Practice Clinical (1 SH)*

Application of theoretical concepts and implementing safe nursing practice. Course includes a total of 45 hours of skills practice. Co-requisite: NUR 204. Students retaking NUR 204C must also enroll in NUR 204. (S/NC)

#### *NUR 205 Fundamental Medical Surgical Skills for Health Professionals (4 SH)*

This course provides content on the development and application of skill competencies and practice guidelines for delivery of safe, quality patient care using medical surgical nursing skills. Emphasis is placed on the required foundational nursing judgment and knowledge needed to successfully progress in this program. Students will additionally explore competencies of effective communication, critical thinking, attention to detail, collaboration, problem-solving, and professional accountability as it relates to the care of individuals and older adults with medical surgical health alterations. Students retaking NUR 205 must also enroll in NUR 205C. Pre- or Corequisites: NUR 232

#### *NUR 205S Orientation to Skills Intensives (1 SH)*

This course is a required on-campus experience that is completed at the end of NUR 205 or as scheduled. The successful student will be able to demonstrate fundamental nursing skills, vital signs, and other entry to practice skills. Successful completion is required for progression in the program. Pre- or Corequisite: NUR 205

#### *NUR 212 Medication Safety & Administration (2 SH)*

The course presents an introduction to medication safety and the legal implications of drug administration with an overview of pharmacodynamics and pharmacokinetics. Included in this course is 45 hours of lab instruction to practice the skills needed to administer oral, topical, subcutaneous, intramuscular, and intravenous medications. Students retaking NUR 212 must also enroll in NUR 212C. Pre- or Co-Requisite: Admission to program, NUR 204

#### *NUR 212S Medication Safety and Administration Skills (1 SH)*

Application of skills required for safe medication administration. Course includes a total of 45 hours of skills practice. Co-requisite: NUR 212. Students retaking NUR 212C must also enroll in NUR 212. (S/NC)

*NUR 214 Health Assessment & Promotion (2 SH)*

This course provides the framework for preparing students to perform comprehensive health assessments on individuals across the lifespan. Emphasis is placed on taking a thorough nursing history and performing physiological, psychological, sociological, cultural, and spiritual assessments as well as identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills on individuals. Students retaking NUR 214 must also enroll in NUR 214C. Pre- or Co-Requisite: BIO 251, NUR 223

*NUR 214C Health Assessment and Promotion Clinical (2 SH)*

Application of physical assessment and health promotion. Course includes a total of 90 hours of skills practice. Co-requisite: NUR 214. Students retaking NUR 214C must also enroll in NUR 214. (S/NC)

*NUR 223 Pathophysiology (4 SH)*

This course focuses on the study of structural and functional changes in cells, tissues, and organs of the body that cause or are caused by disease. The underlying cause of these changes is analyzed and applied to the disease process. Associated clinical manifestations and treatments are discussed. Pre- or CoRequisite: Admission to program, BIO 251

*NUR 224 Professionalism, Roles, & Responsibilities (3 SH)*

This course prepares the student for success in an accelerated BSN program. Building on previous knowledge and skills, NUR 224 assists the health professional with the transition to the role of a registered nurse. Emphasis is placed on professional responsibilities in the care of individuals with selected alterations in health. Nursing process, critical thinking, and clinical reasoning are used to guide the acquisition of nursing knowledge and the performance of therapeutic nursing interventions and teaching. Virtual experiences are planned to provide students with opportunities to apply theory to practice and prepare for NUR 268S. Prerequisite: Entry into the program

*NUR 225 Medical Surgical Nursing I: Fundamentals (3 SH)*

This course provides an introduction to the care of older adults while focusing on their unique physiological and psychosocial needs. Emphasis is placed on promoting healthy aging and retaining functional ability within a home or residential environment. Common chronic health alterations of the older adult as well as safety and end-of-life care are introduced. Concepts of patient-centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide an opportunity to apply theoretical concepts and implement safe individualized care to older adults. Students retaking NUR 225 must also enroll in NUR 225C. Pre or Co-Requisite: NUR 223, NUR 214

*NUR 225C Medical Surgical Nursing I: Fundamentals (2 SH)*

Application of theoretical concepts and implementing safe individualized care to older adults. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 225. Students retaking NUR 225C must also enroll in NUR 225. (S/NC)

*NUR 232 Integrated Pathophysiology & Pharmacology (4 SH)*

This course combines two related nursing concepts: pathophysiology and pharmacology. Pathophysiology examines manifestations of disease, risk factors for disease, and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes. In this integrated course, emphasis is placed on the use of pathophysiology as a means of better understanding drug actions, pharmacokinetics, and pharmacodynamics. Areas of focus include drug classifications, principles of pharmacology, and use of nursing

processes in development of a comprehensive approach to drug therapy, dosage calculation and medication safety. Pre- or Corequisite: NUR 205

*NUR 233 Principles of Pharmacology (3 SH)*

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illnesses and the promotion, maintenance, and restoration of wellness in diverse individuals. It focuses on drug classifications, concepts, and principles of pharmacology, with special considerations for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of nursing process. Nursing implications relative to the use of drug therapy are examined. Prerequisite: NUR212; Pre- or Corequisite: NUR 221

*NUR 265 Behavioral and Mental Health (3 SH)*

This course focuses on the care of individuals across the lifespan experiencing cognitive, mental, and behavioral disorders. Emphasis is placed on management of individuals facing emotional and psychological stressors, as well as promoting and maintaining the mental health of individuals and families. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to individuals in selected settings. Students retaking NUR 265 must also enroll in NUR 265C. Pre- or Co-Requisite: NUR 225

*NUR 265C Behavioral and Mental Health Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to individuals with mental health alterations. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 265. Students retaking NUR 265C must also enroll in NUR 265. (S/NC)

*NUR 266 Medical Surgical Nursing II: Adult Health Alterations (4 SH)*

This course builds on Chronic Illness with a focus on adults with more complex medical-surgical health alterations that require medical and/or surgical intervention. Concepts of evidence-based practice, clinical judgment, quality improvement, and teamwork and collaboration will be emphasized throughout the course. Clinical experiences provide an opportunity to apply theoretical concepts and implement safe nursing care to adults and seniors in a variety of settings. Students retaking NUR 266 must also enroll in NUR 266C. Prerequisite: NUR 225; Pre- or Corequisite: NUR 233, NUR 223

*NUR 266C Medical Surgical Nursing II: Adult Health Alterations Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to hospitalized adults. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 266. Students retaking NUR 266C must also enroll in NUR 266. (S/NC)

*NUR 267 Nursing Practice in the Behavioral Health Setting (4 SH)*

This course provides the nursing knowledge needed to care for individuals with alterations in behavioral or mental health. Emphasis is placed on principles and concepts of behavioral health nursing, therapeutic communication techniques, and use of the nursing process to plan care. Pre- or Corequisite: NUR 268

*NUR 268 Medical Surgical Nursing Practice (4 SH)*

This course builds on chronic illness focusing on adults with complex medical-surgical health alterations. Emphasis is placed on providing the student with comprehensive instruction related to the care of the adult critical individual. Clinical experiences provide an opportunity to apply theoretical concepts and implement safe nursing care to adults and seniors in a variety of settings. Corequisite: NUR 268S

*NUR 268S Skills Intensive I (1 SH)*

This course is a required on-campus experience that is completed while taking NUR 268. The successful student will be able to demonstrate fundamental nursing skills, a head-to-toe physical assessment, and safe medication administration including dosage calculation. Successful completion is required for progression in the program. Prerequisite: NUR 205S; Pre- or Corequisite: NUR 268

*NUR 315 The Pediatric Population (3 SH)*

This course provides an integrative, family-centered approach to care of children. Emphasis is placed on normal growth and development, family dynamics, common pediatric disorders, and the promotion of healthy behaviors in clients. Clinical experiences provide an opportunity to apply theoretical concepts and implement safe nursing care to children in selected settings. Students retaking NUR 315 must also enroll in NUR 315C. Pre-Requisite: NUR 225 Pre- or CoRequisite: PSY 205

*NUR 315C The Pediatric Population Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to pediatric populations and their families. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 315. Students retaking NUR 315C must also enroll in NUR 315. (S/NC)

*NUR 316: Pediatric Nursing Practice (4 SH)*

This course provides the student with an integrative, family-centered approach to care of children. Emphasis is placed on normal growth and development, family dynamics, common pediatric disorders, and the promotion of healthy behaviors among children, adolescents, and their families. Clinical experiences provide an opportunity to apply theoretical concepts and implement safe nursing care to children in selected settings. Pre- or Corequisite: NUR 268, NUR 316S

*NUR 316S: Skills Intensive II (2 SH)*

This course is a required on-campus experience that is completed at the end of NUR 268. The successful student will be able to demonstrate advanced medical-surgical and maternal-newborn nursing skills and safe medication administration including dosage calculation. Successful completion is required for progression in the program. Pre- or Corequisite: NUR 268S

*NUR 343 Research and Evidence-Based Practice (3 SH)*

This course is designed to promote clinical decision-making, based on evidence, through the exploration and integration of current scientific evidence, use of clinical reasoning, identification of patient preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to answer a clinical question relevant to nursing practice and patient-centered care. Pre- or CoRequisite: NUR 225, MAT 203

*NUR 345 Maternal and Newborn Care (3 SH)*

This course provides an integrative, family-centered approach to the care of mothers and newborns. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics, and the promotion of healthy behaviors. Clinical experiences provide the student with an opportunity to apply theoretical concepts and implement safe nursing care to mothers and newborns in selected settings. Students retaking NUR 345 must also enroll in NUR 345C. Pre-Requisite: NUR 266

*NUR 345C Maternal and Newborn Care Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to maternity/newborn populations. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 345. Students retaking NUR 345C must also enroll in NUR 345. (S/NC)

*NUR 346: Maternal and Newborn Nursing Practice (4 SH)*

This course provides students with the nursing knowledge needed to provide care to childbearing women, newborns, and their families. Topics covered include women's health during childbearing years and development of the infant from conception through the neonatal period. Virtual experiences provide students with the knowledge needed to participate in NUR 316S. Pre- or Corequisite: NUR 268

*NUR 346S: Skills Intensive III (1 SH)*

This course is a required on-campus experience that is completed at the end of NUR 456. The successful student will be able to demonstrate safe nursing practice across a variety of critical care settings including safe medication administration including dosage calculation. Students may be asked to demonstrate ability to competently and safely practice in any of the care settings covered in this program, including medical-surgical, pediatric, maternal, newborn, and behavioral health settings. Successful completion is required for progression in the program. Prerequisite: NUR 268S

NUR 372 Principles of Leadership in Healthcare (3 SH) Students will apply their experiences in other pillar courses to this course in nursing leadership. Through a comparative approach, students will consider various management and leadership models and explore how these affect collaboration and the ability to promote positive patient outcomes. Additionally, students will apply an understanding of priority-setting frameworks as they learn to manage care for patient populations. Prerequisite: NUR 225

*NUR 423 Global & Community Health (3 SH)*

The course provides an introduction to the nursing care of families, aggregates, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually and culturally appropriate health promotion and disease prevention interventions. The role of the nurse as an advocate for social justice is explored. Pre- or Corequisite: NUR 266

*NUR 455 Care of Individuals with Unstable or Complex Health Alterations (5 SH)*

This course introduces students to the role of the high acuity nurse. The course focuses on expanding the ability to think critically and engage in participatory relationships and in examining the concept of health and promoting health for high acuity patients and families. Students will perform comprehensive assessments, demonstrate sound clinical reasoning and judgment, and explore ethical clinical decision making within the high acuity nursing practice environment. Students retaking NUR 455 must also enroll in NUR 455C. Prerequisite: NUR 265, NUR 315, NUR 345



*NUR 455C Care of Individuals with Unstable or Complex Health Alterations Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to critically ill adults. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Students retaking NUR 455C must also enroll in NUR 445. Co-requisite: NUR 455 (S/NC)

*NUR 456: Nursing Practice in Critical Care Settings (4 SH)*

This course introduces students to the role of the high acuity nurse and prepares students to assume an even greater responsibility for organizing, managing, and delivering care to individuals with complex or unstable health alterations. Complex critical care concepts and advanced technical skills are introduced. Emphasis is on safe use of emergency measures, monitoring devices and life-support equipment. Students will perform virtual, comprehensive assessments, demonstrate sound clinical reasoning and judgment, and explore ethical clinical decision-making within the high acuity nursing practice environment. Prerequisite: NUR 267, NUR 268, NUR 316, NUR 346

*NUR 456C: Practicum I (2 SH)*

This precepted clinical experience consists of 135 hours in a variety of medical-surgical, pediatric, maternal, and behavioral health settings. The successful student will demonstrate integration of all prior learning and the competencies required for safe, ethical nursing practice. Successful completion of this experience is required for progression in the program. Corequisite: NUR 456

*NUR 457C Senior Practicum (3 SH)*

This 8-week course is a culminating clinical experience consisting of 135 hours in an acute care setting. The successful student will demonstrate integration of all prior learning and the competencies required for safe, ethical nursing practice. Pre-Requisite: NUR 455 Pre- or Co-Requisite: NUR 343, NUR 372, NUR 423, HSC 380, HSC 381

*NUR 458 Transition to Practice (3 SH)*

This course facilitates the transition of the student to the role of a professional nurse. Emphasis is placed on a review of program content, test-taking strategies, and NCLEX preparation. To successfully pass this course, students must earn a 'Green Light' from the ATI NCLEX Prep Course. If unable to obtain a 'Green Light', NUR 458 will be repeated one time prior to graduation. Pre-Requisite: NUR 455. Pre- or Corequisite: NUR 372, NUR 423, NUR 343.

*NUR 458C: Practicum II (2 SH)*

This course is a precepted clinical experience consisting of 135 hours in an acute care setting. The successful student will demonstrate integration of all prior learning and the competencies required for safe, ethical nursing practice in all nursing areas. Corequisite: NUR 267, NUR 316, NUR 346, NUR 456; Pre- or Corequisite: NUR 268, NUR 343, NUR 372, NUR 423, HSC 380, HSC 381

*NUR 475 Clinical Concepts (6 SH)*

This course provides the opportunity for students to understand the clinical implications of nursing actions and leadership, systems-based practice, and collaborative care through virtual and observational experiences.

*NUR 482 Professional Portfolio & Standards of Practice (6 SH)*

This course provides students with the opportunity to describe how nursing education, licensure, and experience have enabled them to meet the competencies expected from a baccalaureate-prepared nurse. Course objectives are met through the study of the domains of nursing as defined by the American Association of Colleges of Nursing and the use of exemplars to demonstrate abilities. This is a writing-intensive course.

*NUR 502 Advanced Practice Roles (3 SH)*

This course introduces students to the multiple roles of advanced practice nurses including expected competencies and education. Topics include standards and regulations governing the roles of APNs in various settings with an emphasis on scholarship, mentorship, leadership preparation, and change management. This course focuses on personal leadership and the associated skills and knowledge to practice as a contemporary professional nurse.

*NUR 503 Professionalism in Nursing Practice (2 SH)*

This course provides an overview of the nature of the professional nursing role and its conceptual basis. Examines the historical development of the profession; nursing leaders; and the various professional roles of the nurse. Emphasizes theory-based and evidence-based nursing practice; the theoretical foundations in nursing, expectations of a professional nurse, and program outcomes of the graduate nursing curriculum at Coker University; introduces APA format for scholarly papers.

*NUR 511 Healthcare Informatics, Technology, & Communication (3 SH)*

This course presents the content related to data management systems and explores the technological resources that are available for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies. Emphasis will be placed on the use of technology in advancing health equity and improving health outcomes.

*NUR 514 Health Assessment and Foundations for Nursing Practice (2 SH)*

This course introduces a complete and focused health assessment of the adult patient, including development of culturally appropriate history taking, health assessment skills, and basic nursing care concepts and skills. 45 lab hours

*NUR 514S Foundations for Nursing Practice Skills (2 SH)*

Application of the skills necessary for physical assessment and basic nursing care. Course includes a total of 45 hours of skills practice. Co-requisite: NUR 514. Students retaking NUR 514S must also enroll in NUR 514. (S/NC)

*NUR 522 Methods of Scientific Inquiry (3 SH)*

This course introduces students to the use of qualitative and quantitative methodologies to answer clinical questions. Emphasis is on data collection, analysis methods, interpretation, and reporting of statistical results. Prerequisite: College level Statistics or Biostatistics course.

*NUR 523 Advanced Pathophysiology in Nursing Practice (4 SH)*

This course takes a pathophysiologic approach to the study of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects, drug interactions, and medication safety. The underlying cause of pathological changes within the body is analyzed and applied to the disease process and pharmaceutical intervention. The pharmacological concepts of each prototype drug from the following classifications will be included: neurological; cardiovascular; respiratory; gastrointestinal; genitourinary; endocrine and immune; anti-microbial; and antineoplastic. Emphasis will be placed on nursing management that minimizes risks and adverse effects and maximizes the therapeutic effects for individuals receiving these medications.

*NUR 524 Application of Evidence-Based Practice in Nursing (3SH)*

This course furthers the students understanding and use of evidence-based practice. Students will learn how to formulate research questions, conduct literature reviews and synthesize evidence, and appraise research articles. Emphasis is on the use of evidence in optimizing outcomes and increasing patient safety. Prerequisite: NUR 522

*NUR 525 Medical Surgical Nursing Practice I: Chronic and Acute Adult Health Alterations (3 SH)*

This course expands basic nursing care concepts and skills necessary for students to work with the chronic health problems of adult and older adult patients specific to alterations in oxygenation, fluid/electrolyte status, cardiovascular, and endocrine systems. Emphasis is on understanding and assessing the pathophysiological alterations, risks for complications and sequelae, and the interventions necessary to stabilize, restore, and promote health. Students will identify essential teaching and health restorative measures in the context of planning, implementing, and evaluating nursing care for the patient and family. Students retaking NUR 525 must also enroll in NUR 525C. Pre- or Corequisite: NUR 503, NUR 514, NUR 523

*NUR 525C Medical Surgical Nursing Practice I: Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to adults with chronic health alterations. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 525. Students retaking NUR 525C must also enroll in NUR 525. (S/NC)

*NUR 565 Nursing Practice: Behavioral and Mental Health (3 SH)*

This course provides a general overview of clients with behavioral or mental health problems. Focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, polypharmacology, and psychopharmacology and their effect on the mental health of patients are introduced. The goals of the therapeutic nurse-client relationship are also explored. Students retaking NUR 565 must also enroll in NUR 565C. Pre- or Corequisite: NUR 525

*NUR 565C Nursing Practice: Behavioral and Mental Health Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to individuals with alterations in behavioral and mental health. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 565. Students retaking NUR 565C must also enroll in NUR 565. (S/NC)

*NUR 566 Medical Surgical Nursing Practice II: Chronic and Acute Adult Health Alterations (3 SH)*

This course builds on NUR 525 and requires students to apply the nursing process for selected acute and chronic health conditions in adults and older clients. It further develops the generalist nurse's role in the care of adult and older adult patients with pathophysiological disruptions across systems. Emphasis is placed on new content such as pathophysiological alterations in the neurological, musculoskeletal, and respiratory systems; and long-term care elements specific to cancer, hospice, and rehabilitation. Assists students to refine their knowledge and skills to assess, diagnose, plan, implement, and evaluate care related to patient needs, to restore health and prevent complications. Pre- or Corequisite: NUR 525, NUR 511. Students retaking NUR 566 must also enroll in NUR 566C.

*NUR 566C Medical Surgical Nursing Practice II: Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to individuals with medical surgical health alterations. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 566. Students retaking NUR 566C must also enroll in NUR 566. (S/NC)

*NUR 602 Foundations of Education in Nursing (3 SH)*

This course prepares the prospective nurse educator with the foundational principles necessary for teaching in various settings. Students will develop an understanding of the role of the nurse educator, legal and ethical considerations, differences between pedagogy and andragogy, and the elements needed to effectively interact with and engage diverse students in their own learning.

*NUR 612 Advanced Clinical Concepts: Integrated Practice (3 SH)*

This course is designed to build on foundational undergraduate clinical knowledge. Using a case-study approach, students will examine advanced concepts of health assessment, pathophysiology, and pharmacology across the lifespan. Prerequisite: NUR 533

*NUR 613 Curriculum Development & Program Evaluation (3 SH)*

This course presents the theories and competencies needed to knowledgeably participate in the design, implementation, and evaluation of nursing curricula. Emphasis is placed on understanding the role, purpose, and impact of accreditation criteria on curriculum development.

*NUR 615 Nursing Practice: Pediatrics (3 SH)*

This course provides a general overview of the health care needs of children and adolescents with a focus on health promotion, risk reduction, and disease prevention. Pathophysiological disruptions in health across all systems, the unique presentation of these alterations, and the acute and chronic health problems specific to this population are presented. Identification of genetic, environmental, developmental, and life-style behaviors contributing to acute and chronic health problems are discussed. Focuses on family care and appropriate education for health and optimizing growth and development. Prerequisite: NUR 525. Students retaking NUR 615 must also enroll in NUR 615C.

*NUR 615C Nursing Practice: The Pediatric Population Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to the pediatric population. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 615. Students retaking NUR 615C must also enroll in NUR 615. (S/NC)

*NUR 622 Technology and Innovation in Teaching (3 SH)*

This course presents the use of technology in nursing education including online strategies, hybrid formats of education, and the integration of technology in improving student learning and outcomes. Students will explore a variety of technologies and their applicability to learning goals and innovative active learning strategies. Additional emphasis is on integrated and proactive remediation strategies and policies.

*NUR 624 Care of Populations (3 SH)*

This course focuses on the health of the community and subgroups within the community. Applies nursing and public health concepts to promoting and restoring the health of population groups. Addresses nursing involvement in the legislative and regulatory processes as they affect health status and health care delivery. Examines selected community health problems and their implications for community health nursing practice.

*NUR 632 Assessment, Measurement, and Student Evaluation (3 SH)*

This course provides the opportunity for students to understand and practice assessment and measurement strategies used in the student evaluation process. Topics include test construction, item analysis, and clinical evaluation tools.

*NUR 633 Teaching-Learning Practices (3 SH)*

This course introduces students to a variety of teaching strategies that promote critical thinking and active student learning in the classroom and clinical setting.

*NUR 641 Leading Change and Innovation for Improving Health Equity (3 SH)*

This course presents change and innovation theories from nursing and other disciplines. Students will gain insight into the nature of change within organizations and a dynamic interplay between priorities, professional values, and personal understandings. Emphasis is placed on strategies to improve outcomes and health equity through the use of technology, innovation, and change.

*NUR 645 Nursing Practice: Maternal and Newborn Health (3 SH)*

This course provides a general overview of family, prenatal, antenatal, and post-natal health in addressing the health care needs of the childbearing family with a focus on health promotion, risk reduction, and disease prevention. Emphasizes primary prevention as a major dimension of health care; however, students are expected to address secondary and tertiary prevention needs as appropriate. Focuses on family care and education to promote health. Pre- or Corequisite: NUR 566, NUR 624. Students retaking NUR 645 must also enroll in NUR 645C.

*NUR 645C Nursing Practice: Maternal and Newborn Health Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to the maternal/newborn population. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 645. Students retaking NUR 645C must also enroll in NUR 645. (S/NC)

*NUR 651 Healthcare Systems and Reimbursement (3 SH)*

This course explores the U.S. healthcare system and how it is financed with a focus on access, reform, and health equity. Students will compare the U.S. system and outcomes to high, middle, and low resource countries. The course considers the paradox of the U.S. health care delivery system, and how large expenditures on health care have not resulted in best outcomes due in part to issues of cost, access, and quality.

*NUR 655 Nursing Practice: Critical Care (3 SH)*

This course focuses on integration of learning from all other courses to develop and execute the generalist nursing role when providing holistic care to patients with complex or critical care level health problems and their families. Emphasizes care of complex patients, identifying rapid response clinical situations by differentiating emergent, urgent, and non-emergent clinical states; developing, implementing, and evaluating evidence-based nursing interventions to assist in an individual's participation in their recovery, prevention of complications and sequelae, reduction of risks, and management/stabilization of acute and chronic conditions. Prerequisite: NUR 524, NUR 565, NUR 566; Pre- or Corequisite: NUR 615, NUR 645. Students retaking NUR 655 must also enroll in NUR 655C.

*NUR 655C Nursing Practice: Unstable Health Alterations Clinical (2 SH)*

Application of theoretical concepts and implementing safe individualized care to critically ill individuals. Course includes a total of 90 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 655. Students retaking NUR 655C must also enroll in NUR 655. (S/NC)

*NUR 657 Practicum & Role Transition (3 SH)*

This course applies nursing theory, process and clinical skills in an RN-precepted position within an acute care setting. This enables students to become more proficient in patient care activities through the application of previously acquired nursing theory and skills in assigned patient care; no new nursing skills will be taught in this clinical experience. Seminars discuss clinical progress of students, clinical experiences, issues, theory application, and NCLEX preparation. Prerequisite: NUR 655. Students retaking NUR 657 must also enroll in NUR 657C.

*NUR 657C Role Transition and Practicum (2 SH)*

This clinical experience is a culmination of learning throughout the program. Course includes a total of 135 hours of clinical, simulation, skills, and observational hours. Co-requisite: NUR 657. Students retaking NUR 657C must also enroll in NUR 657. (S/NC)

*NUR 671 Ensuring Quality and Reporting Outcomes In Healthcare Organizations (3 SH)*

This course will familiarize students with quality and quality improvement processes within healthcare organizations. Concepts include quality improvement, total quality management, six sigma, and the value proposition. Students will also gain knowledge in reporting outcomes and making data driven decisions.

*NUR 701 Concepts of DNP Practice (3 SH)*

This course provides an introduction into the expectations of a doctorally-prepared nurse. Topics include the roles, responsibilities, and ethical expectations. This course includes 75 Practicum hours designed to increase understanding of your practice as it relates to nursing leadership. These hours are designed with input from your faculty mentor and recorded in a time log that is submitted as part of this course.

*NUR 722 Application of Scientific Inquiry (3 SH)*

This course provides an analysis of quantitative, qualitative, and epidemiologic methods used in research. Emphasis is placed on the appropriate application of these methodologies and an understanding of language needed to evaluate the quality of research studies. Prerequisites: Graduate level methodology course, undergraduate statistics

*NUR 724 Development of Evidence-Based Practice (3 SH)*

This course provides an in-depth study of research appraisal and the scientific underpinnings needed to translate research into practice. Students will apply content to an area of research interest. This course includes 75 Practicum hours designed to link increasing expertise in nursing leadership to a potential DNP project. These hours are designed with input from your faculty mentor and recorded in a time log that is submitted as part of this course. Prerequisite: NUR 722

*NUR 732 Healthcare Policy and Reform (3 SH)*

The course provides an understanding of the healthcare policy process and the history of healthcare reform and its goals. An emphasis is placed on a comparative understanding of the U.S. healthcare system and the need for activism to improve health outcomes.

*NUR 735 Data Analytics, Technology, and Healthcare Outcomes (3 SH)*

This course addresses the use of information systems, patient care technology, and big data to support the clinical decision-making process and to improve the safety and quality of patient care and health care systems. Students will design a plan for using information systems, technology, and data analytics in the implementation and evaluation of an evidence-based practice change initiative.

*NUR 736 Leadership and Innovation (3 SH)*

This course provides an analysis of the leadership theories, strategies, and skills that promote optimal outcomes. Emphasis is placed on understanding personal strengths and furthering abilities to lead others and manage change. This course includes 75 Practicum hours designed to increase expertise in nursing leadership by linking your individual leadership skill set with an understanding of its impact on outcomes and work environment. These hours are designed with input from your faculty mentor and recorded in a time log that is submitted as part of this course.

*NUR 744 Population Health and Health Equity (3 SH)*

In-depth study and analysis of clinical prevention and population health for individuals, aggregates, and populations using program evaluation strategies for the promotion of health and prevention of disease across populations.

*NUR 748 Effective Practice within Healthcare Systems (3 SH)*

This course focuses on application of systems theory to organizations and performance improvement initiatives. Emphasis is on methodologies to improve quality of care, safety, and outcomes within the healthcare environment. Includes 60 hours of fieldwork.

*NUR 791 Project Planning (2 SH)*

This course facilitates identification of a DNP scholarly project. Students will be guided in the application of the DNP Essentials to design an evidence-based practice initiative that is appropriate to their area of interest. This course includes 75 Practicum hours designed to increase expertise in nursing leadership through the planning of a DNP project. These hours are designed with input from your faculty mentor and recorded in a time log that is submitted as part of this course. Prerequisite: NUR 724, NUR 735

*NUR 792 Project Development (3 SH)*

This course facilitates development of the DNP scholarly project. Students will be guided in the application of the DNP Essentials to design an evidence-based practice initiative that is appropriate to their area of interest. This course includes 75 Practicum hours designed to increase expertise in nursing leadership through the implementation of a DNP project. These hours are designed with input from your faculty mentor and recorded in a time log that is submitted as part of this course. Prerequisite: NUR 791.

*NUR 793 DNP Project (3 SH)*

This course facilitates the completion of the DNP scholarly project. The DNP scholarly project is derived from practice experience in which DNP students apply the DNP Essentials to complete an evidence-based practice initiative. Prerequisite: NUR 792

*NUR 794 Practicum (200 hours) (2 SH)*

This course provides an immersive experience in a clinical or leadership area. Students must work with an approved preceptor and facilities to complete practicum hours. This course includes 150 Practicum hours designed to solidify your expertise as a nursing leader in a specific area of practice. It is strongly suggested that approval for NUR 794 be started no less than 3 months prior to the term in which you will complete hours. See Student Handbook for details. Prerequisite: NUR 793

### **Nutrition Course Descriptions (NUTR)**

#### **NUTR 201 Principles of Human Nutrition (3 SH)**

This course focuses on the basic principles of human nutrition. Emphasis is placed on the nutrient requirements of healthy individuals, nutrient categories and their characteristics, physiological functions, metabolism, and food sources. The role of nutrition in health promotion and disease prevention will be discussed in relation to personal health choices.

#### **NUTR 303 Micronutrients (3 SH)**

This course explores the role of vitamins and minerals in maintaining cellular health through biochemical and physiological mechanisms. Topics provide an in-depth view of specific vitamins and minerals as well as effective ways to translate this information toward efforts for prevention of chronic disease. Pre- or Corequisite: NUTR 201

#### **NUTR 310 Nutrition across the Life Cycle (3 SH)**

This course emphasizes the nutritional needs of humans across the lifespan. Students will examine programs that provide support for food or nutrition education at various life cycle stages and use case studies to assess nutritional issues and conditions. Prerequisite: NUTR 303

#### **NUTR 310C Nutrition across the Life Cycle Clinical (1 SH)**

This course includes a structured 50 hour practicum for students who are completing the Concentration in the Health Studies major. Co-requisite: NUTR 310

#### **NUTR 312 Nutrition in Special Populations (3 SH)**

This course focuses on conditions that may alter or substantially impact nutrition at various life cycle stages or among special populations. Prerequisite: NUTR 310

#### **NUTR 312C Nutrition in Special Populations Clinical (1 SH)**

This course includes a structured 50 hour practicum for students who are completing the Concentration in the Health Studies major. Co-requisite: NUTR 312

#### **NUTR 340 Nutrition and Wellness (3 SH)**

This course focuses on the role of nutrition in wellness. Students will examine various diet types and nutritional trends. Emphasis is placed on the ability to evaluate the health impact of dietary choices. Prerequisite: NUR 310

#### **NUTR 402 Nutrition and Communities (3 SH)**

This course focuses on improving the dietary intake and the nutritional status of individuals and groups within a community. Primary topics covered include: government and nongovernment nutrition-related programs, groups at nutritional risk, nutritional issues/concerns across the lifecycle, and an introduction to developing community-based nutrition intervention programs (needs assessment, intervention, and evaluation). Prerequisite: NUTR 310

#### **NUTR 402C Nutrition and Communities Clinical (1SH)**

This course includes a structured 50 hour practicum for students who are completing the Concentration in the Health Studies major. Co-requisite: NUTR 402

#### **NUTR 455 Nutrition Internship and Fieldwork (3 SH)**

This course provides the opportunity to gain knowledge and skills from a planned work experience in nutrition. Internship placements provide learning experiences not available in the classroom setting and provide entry-level, career-related experience. Students must meet with an advisor 3 months in advance of the course to design and develop specific internship plans. Prerequisite: NUTR 402 and NUTR 340



## **Public Administration Course Descriptions (PAM)**

### *PAM 210: Introduction to Public Administration (3 SH)*

If you've ever wondered how the vast apparatus of government keeps society on its rails, this course will answer your questions by introducing you to the field of public administration. By the end of this course you'll understand how governmental administration works, become familiar with public sector management issues and understand how government administrators turn policy into process. This online class features optional live sessions. Prerequisites: POL 201. Semesters Offered through LCMC: Fall

### *PAM 240 Introduction to Public Policy (3SH)*

This course introduces students to key topics including: the processes by which policy is made, the values that inform those processes, and the basic methods for analyzing and vetting policies. Students will learn essential principles such as: who influences the development of public policies, how people/entities influence policy development, the roles institutions play in making these decisions, and how data and analysis can aid in policy development. Prerequisite: POL 201

### *PAM 310: State and Local Government Administration (3SH)*

This course provides students with an understanding of the structure and function of state and local governments in the United States. Students will explore local and state-level policy issues and administrative processes. They will also explore urban issues in the U.S. and discuss solutions to all of these challenges. This online course has optional live sessions. Prerequisites: POL 201 and PAM 240.

### *PAM 320: Public Budgeting and Finance (3 SH)*

This course covers fiscal and budgetary policies and practices in public sector and governmental organizations. Students will improve their understanding of revenue, expenditure, deficit spending, and debt, specifically as they relate to government. They will also examine the functions of accounting in the public sector and learn to create financial reports. This online course has optional live sessions. Prerequisites: BUS 201, PAM 240, PAM 210. Semesters Offered through LCMC: Fall

### *PAM 450: Public Administration Capstone (3 SH)*

This capstone is the culmination for Public Administration majors and should be taken as the final course in a student's studies for the major. It is intended to synthesize all of a student's learnings in the field into one public-sector focused project. Students will work in groups with a public sector organization, such as a non-profit, or their local government. This online course has optional live sessions. Prerequisites: PAM 310, PAM 320, PSY 203, Junior Standing. Semesters Offered through LCMC: Spring

### *PAM 480: Thesis in Public Administration (3 SH)*

This course provides students the opportunity to apply the skills they have learned to investigate a topic of their choosing within the area of Public Administration. Each student will identify an area of interest, select a topic for research within that area and conduct appropriate research to be reported in a formal thesis. Students are encouraged to present their research at a public forum. (Prerequisites: Senior status and completion of at least nine of the courses required for the major)

## **Philosophy Course Descriptions (PHI)**

### *PHI 205 Survey of Western Philosophy (3SH)*

A consideration of the origins of western philosophy through a reading of Aeschylus and Sophocles leading to a study of selected writings of Plato, Aristotle, Descartes, Hume and Kant.

*PHI 199, PHI 299, PHI 399, PHI 499 Special Topics (1-12SH)*

### **Physical Education and Sport Studies Course Descriptions (PE)**

*PE 103-115 Physical Activity Program (1SH Each)*

A developmental motor skills service program designed to provide all students an opportunity to develop skills and techniques and improve proficiency in a variety of sports and fitness activities. Emphasis and objectives of this program include enhancing skill development, physical fitness, social interaction, and self-confidence. All physical education and sport studies majors are required to take a minimum of three semester hours as indicated in each specific concentration. There is a departmental policy for minimum attendance for courses in this program. Activity courses offered on demand include: (Activity fee required)

PE 103 Basketball/Softball

PE 104 Disc Golf/Team Handball

PE 105 Kayaking and Canoeing

PE 106 Weight/Aerobic Training

PE 108 Racquet Sports

PE 113 Volleyball/Soccer

PE 114 Golf

PE 115 Tennis

*PE 120 Lifetime Fitness (3SH)*

An in-depth study and application of the concepts of physical fitness. Emphasis on the benefits and needs of fitness, personal fitness assessment, and establishment of personal fitness programs. Topics include cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, nutrition, and weight control. Activity in aerobics, weight training, and flexibility exercises will be included.

*PE 200 Introduction to Technology in Physical Education (3SH)*

An introduction to the application and integration of technology in physical education. A professional development course that prepares students to use a variety of technologies for the enhancement and encouragement of movement. Prerequisite: Declared physical education major, freshmen/sophomores only, or permission of the instructor.

*PE 205 Introduction to Physical Education and Sport Studies (3SH)*

An introduction to the discipline of physical education and sports studies. Emphasis is placed on professionalism, career options, and the historical and philosophical development of physical education and sports studies related to current concepts and trends in the field. PE 205 is a prerequisite for all major core courses. Prerequisite: Declared physical education major.

*PE 215 Personal and Community Health (3SH)*

A study of the physical, mental, and social factors of personal hygiene and community health problems. Topics include communicable and non-communicable diseases, family planning, personal health care, mental health, and environmental health.

*PE 220 Sport in Society (3SH)*

Study of sociological factors related to sport and physical activity. Emphasis on the role and impact of sport in society. Topics include ethnic cultures, technology, politics, economics, and the social processes of sport and athletics. Prerequisite: Declared physical education major or Business Administration major.

*PE 226 First Aid (3SH)*

American Red Cross First Aid and Cardiopulmonary Resuscitation. Students will learn skills that include adult, child, and infant CPR, as well as bandaging, splinting, rescue techniques, and first aid care involving diabetes, seizures, burns, poisoning, bites and stings, and temperature emergencies.

*PE 230 Outdoor Education (3SH)*

Fundamental techniques and leadership skills necessary for the safe participation in a variety of outdoor recreational activities without disturbance of the environment. Involves off-campus day, overnight and/or weekend trips. Prerequisite: Sophomore standing or permission of the instructor. (Activity fee required)

*PE 250 Lifetime and Team Activities (3SH)*

Fundamental methods and techniques of teaching a variety of individual, dual, and team sports and activities. Emphasis will be placed on the development of cognitive, affective, and psychomotor skills within a variety of activities including the FITNESSGRAM®. (Activity fee required)

*PE 260 Motor Learning and Development (3SH)*

Current theories and principles explaining motor behavior and the psychological factors related to and affecting motor skill acquisition and performance. Prerequisites: PE 205, BIO 250 and declared physical education major.

*PE 301 Physical Activity and Fitness Appraisal (3SH)*

An in-depth study of the health-related aspect of physical fitness pertaining to an individual's total well-being. Emphasis on the methodology of fitness measurement, assessment, and the development of individualized programs of fitness involving cardiovascular endurance, flexibility, body composition, diet and weight control, nutrition, and stress management. Prerequisite: PE 205, PE 260, BIO 250, junior standing and declared physical education major.

*PE 305 Physical Education Lab Assistant (1-3SH)*

This course is designed to provide junior level students who are declared physical education majors an opportunity to assist with one of several physical education classes to gain in-depth knowledge and hands-on experience. Responsibilities may include attending and assisting with a lab portion in a particular setting/course, assisting with collecting data and/or completing other tasks as assigned by the instructor. Students will enhance their knowledge and understanding of concepts covered in associated courses, learn additional lab techniques as well as gain valuable leadership experience. This course may be repeated for additional credit. Prerequisite: Permission of the instructor.

*PE 320 Kinesiology (3SH)*

A study of neuromuscular and mechanical principles of motion as related to the analysis of human movement. Prerequisites: PE 205, BIO 250, PE 260 and declared physical education major.

*PE 322 Adventure Education Activities (3SH)*

This course is designed for study away opportunities to explore and develop cooperative and fundamental techniques and skills for the safe participation in a variety of adventure activities through classroom-based and real-world experiences. It involves participation in real-world environmental stewardship and the learning of life-long skills such as swimming, snorkeling, paddle boarding, etc. This course may be repeated for additional credit. (Activity fee required)

*PE 330 Introduction to Personal Training (3SH)*

An introduction to personal training by the integration of exercise theory with practical instruction. A professional development course that prepares students for board certification along with the skills needed in the personal training industry. Prerequisite: BIO 250, junior standing and declared physical education major.

*PE 333 Adapted Physical Education and Sport (3SH)*

The techniques of identification, appraisal, and classification of individuals with atypical physical conditions. Methods for modifying and developing suitable programs for these special populations in physical education classes and activity centers. Prerequisite: Junior standing and declared physical education major.

*PE 344 Event and Facility Management (3SH)*

A study of current issues and trends that concern the management of sport events and the facilities that host them. Issues include an analysis of each segment in the process of managing events, such as site maintenance, facility planning, renovation of the master plan, and governance of an event.

*PE 356 Legal Issues in Sport (3SH)*

This course is designed to provide an overview of legal issues involved in teaching, coaching, and managing recreation/sport/athletic complexes and programs. Topics include risk management, tort law, product liability, intellectual property, administrative rules and regulations, constitutional law, contracts, and labor laws. Other topics may be covered as necessary.

*PE 380 Technology in Physical Education (3SH)*

An advanced use of technology in physical education to include current changes in technology and its uses in physical education. Prerequisite: PE 200 or permission of the instructor.

*PE 400 Ethics in Physical Education and Sport Studies (3SH)*

This course is designed to provide an overview of the current myths, facts, research and contradiction in sport philosophy. Topics include unwritten codes and behaviors, and differences between gamesmanship and sportsmanship. Other topics may be covered as necessary. Prerequisite: Declared physical education major, PE 205, BIO 250, PE 260, and junior standing.

*PE 405 Physical Activity and Positive Health (3SH)*

To study the physiological impact of physical activity on various populations and conditions/diseases. Prerequisites: PE 120, PE 205, PE 215, BIO 250, PE 260, declared physical education major, and junior standing.

*PE 410 Measurement and Evaluation in Physical Education and Sport Studies (3SH)*

A survey of tests and the study of techniques of measurement and evaluation in physical education. Administration and critique of appropriate measures of physical fitness, sport skills, knowledge, and the use of elementary statistics. Prerequisites: MAT 103 or equivalent, declared physical education major, PE 205, BIO 250, PE 260, and at least junior standing.

*PE 411 Organization and Administration of Physical Education and Sport Studies (3SH)*

The study of concepts and theories relating to organizational tasks in physical education. Administrative theory and leadership skills are studied with special attention given to the problems of the administrator in the broad areas of physical education. Prerequisites: PE 205, BIO 250, PE 260, declared physical education major, and junior standing.

*PE 415 Physiology of Exercise (3SH)*

Physiological functions of the body during muscular work. Physiological aspects of fatigue, training, and physical fitness. Prerequisites: PE 205, BIO 250, PE 260, declared physical education major, and junior standing.

*PE 426 Nutrition in Sport and Fitness (3SH)*

Nutritional needs of persons participating in physical activity with emphasis on the athlete. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning, and nutritional needs of the body during various stages of activity. Prerequisite: PE 205, BIO 250, PE 260, declared physical education major, and junior standing.

*PE 450 Physical Education and Sport Studies Internship (3SH)*

A senior level practicum experience required for all physical education students in the concentration areas of study other than teacher education. Students will meet with their advisors, the physical education chairperson, and the Student Success Center to request and receive a placement. The internship will be supervised by trained personnel in the respective area and evaluated by the appropriate staff in the physical education department. May be repeated once for credit. Prerequisite: Senior standing, declared physical education major or permission of the instructor.

*PE 199, PE 299, PE 399, PE 499 Special Topics (1-12SH)*

To be offered at the discretion of the physical education faculty either as a research project or for non-listed course offerings such as: Yoga, Canoeing and Sailing, Intramural Programming, Recreation Leadership, Youth Sports, Psychological Counseling for the Elite Athlete.

**Physics Course Descriptions (PHY)**

*PHY 101 Physical Science (3SH)*

A survey of physical science including concepts in physics, earth science and chemistry. Particular attention will be given to the concepts of scientific inquiry, weather, properties and changes of matter, Earth's materials and changes, forces, motion, sound, light, electricity, and magnetism. Prerequisite: MAT103.

*PHY 102 Scientific Methods (3 SH)*

This course examines the scientific method through the study of major scientific breakthroughs. Students will develop their critical thinking and quantitative reasoning skills while exploring themes such as atomic theory, evolution or energy. Emphasis will be both on scientific discoveries, as well as the context of the times and cultures in which the discoveries were formulated and the role of science in society today.

*PHY 201 General Physics I (3SH)*

An algebra-based course covering classical mechanics and dynamics. Topics include vector notation, kinematics, statics, dynamics, circular motion, work and energy, linear momentum, and rotational motion. Prerequisite: MAT230 or permission of the instructor. Students cannot earn credit for both PHY 201 and PHY 203.

*PHY 201L General Physics I Laboratory (1SH)*

Experiments designed to illustrate the principles of physics covered in PHY201. Pre- or corequisite: PHY201. Lab fee required. Students cannot earn credit for both PHY 201L and PHY 203L.

*PHY 202 General Physics II (3SH)*

An algebra-based course covering fluids, vibrations, waves, sound, electricity, magnetism, light, and optics. Prerequisite: PHY201. Students cannot earn credit for both PHY 202 and PHY 204.

*PHY 202L General Physics II Laboratory (1SH)*

Experiments designed to illustrate the principles of physics covered in PHY202. Pre- or corequisite: PHY202. Lab fee required. Students cannot earn credit for both PHY 202L and PHY 204L.

*PHY 203 Calculus Physics I (3SH)*

A calculus-based course covering classical mechanics and dynamics. Topics include vector notation, kinematics, statics, dynamics, circular motion, work and energy, linear momentum, and rotational motion. Pre- or corequisite: MAT231. Students cannot earn credit for both PHY 201 and PHY 203.

*PHY 203L Calculus Physics I Laboratory (1SH)*

Experiments designed to illustrate the principles of physics covered in PHY203. Pre- or corequisite: PHY203. Lab fee required. Students cannot earn credit for both PHY 201L and PHY 203L.

*PHY 204 Calculus Physics II (3SH)*

A calculus-based course covering fluids, vibrations, waves, sound, electricity, magnetism, light, and optics. Prerequisite: PHY203 or permission of instructor. Students cannot earn credit for both PHY 202 and PHY 204.

*PHY 204L Calculus Physics II Laboratory (1SH)*

Experiments designed to illustrate the principles of physics covered in PHY204. Pre- or corequisite: PHY204. Lab fee required. Students cannot earn credit for both PHY 202L and PHY 204L.

**Political Science Course Descriptions (POL)**

*POL 101 Introduction to Political Science (3SH)*

An overview of the discipline of political science including a brief history of the development of this area of study. Concentration on the concept of ideology, focused by a study of specific ideologies.

*POL 201 American Government and Politics (3SH)*

A study of the American political institutions with special attention given to the reciprocal relationships between the individual, social and political spheres.

*POL 225 International Politics (3SH)*

An introduction to the study of relations among nations. Concentrates on formal and substantive aspects of this field of inquiry.

*POL 280 Constitutional Law (3SH)*

An analysis of the United States Constitution and the role of the United States Supreme Court decisions in determining its meaning.

*POL 300 Political Parties and Behavior (3SH)*

An investigation of political parties, their emergence and decline with particular attention given to their role in the political system. Focuses on voting behavior — who votes for whom and why — and seeks to relate voting behavior to other forms of social action.

*POL 302: Communicating in a Democracy (3SH)*

(Cross Reference: COM 302) This course examines the role of communication in democratic political systems. A specific focus will be on the relationship between rhetoric and civic engagement. The course will introduce students to ancient and modern expressions of democratic discourse. Through a comparative approach, the class will consider the problems of democracy, and how different societies have addressed these problems. Capital designated course.

*POL 304 Social Class and Inequality (3SH)*

(Cross Reference: SOC 304) Study of social inequality in power, privilege and prestige, including theories of social inequality; ruling classes and elites; the bases of inequality; social mobility; and the future of inequality.

*POL 307 Public Opinion (3SH)*

(Cross Reference: COM 307) An introduction to the major theories regarding the dynamics of public opinion, and the major methods of opinion assessment. Focuses on mass media, propaganda and contemporary social and political issues. Students will conduct a public opinion survey.

*POL 312 Globalization (3SH)*

Discussion of the process of economic development and cultural and political change in America and globally, focusing on problems of change and consequences for traditional institutions and groups. (Offered in alternate years)

*POL 330 Classical and Modern Political Thought (3SH)*

An intensive investigation of the political thought of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Burke.

*POL 332 19th and 20th Century Political and Social Thought (3SH)*

An intensive investigation of the political thought of Mill, Hegel, Marx, Weber, and Durkheim as well as more recent paradigms of social and political inquiry.

*POL 340 Politics of the Environment (3SH)*

An investigation of environmental issues as they affect public attitudes and government policies. Community, state, national, and international policies and problems will be explored with a focus on pollution, global warming, energy policies, sustainable development, demography, and resource depletion.

*POL 347 Rhetoric and Civic Controversy (3SH)*

(Cross Reference: COM 347) This course studies the art and practice of rhetoric in contemporary society. Students examine national controversies to understand how people depend and utilize arguments in civic life. This course seeks to enhance students' rhetorical capacities to discern the perspectives, assumptions and promises of others; it focuses on the means by which students can respond to conflict and concord in their communities.

*POL 360 Latin America (3SH)*

(Cross Reference: HIST 260) The history of Latin America from earliest times to the present, with an emphasis on major political and social developments. Prerequisite: ENG111.

*POL 361 Modern Revolutions (3SH)*

(Cross Reference: HIST 361) Comparative history and political sociology of 18th through 20th-century revolutions including revolutions in France, the U.S., Mexico, Russia, China, Cuba, Iran and Nicaragua. Prerequisite: SOC 101 or 102 or POL 101 or HIST 211. (Offered in alternate years)

*POL 371 Political Assassinations in the United States (3SH)*

An examination of political assassinations in the United States, with a focus on the assassinations of John and Robert Kennedy, and Martin Luther King, Jr. Causal factors, the role of government, forensic procedures, national security declassification, as well as implications for society, will be explored.

*POL 390 The Contemporary World (3SH)*

(Cross Reference: HIS 390) This course will be coordinated with the pillars chosen by the student for their program of general education. In doing so, it will provide an in-depth view of pressing issues in recent world history, such as poverty in the developing world; north-south income disparities; ecological degradation; de-colonization; the end of the cold war; ethnic and race relations; religious strife; geopolitical disputes; technology transfer; the rights of indigenous peoples; women's rights; and alternative forms of diplomacy. Capital designated course. Prerequisite: ENG 112.

*POL 480 Senior Thesis (3SH)*

This course provides students the opportunity to apply the skills they have learned to investigate a topic of their choosing within the area of Political Science. In cooperation with a member of the Political Science faculty, each student will identify an area of interest, select a topic for research within that area and conduct appropriate research to be reported in a formal thesis. Students are encouraged to present their research at a public forum.

*POL 199, POL 299, POL 399, POL 499 Special Topics (1-12SH)*

Examples of possible special topics: Political Psychology, Political Corruption, Politics of Sex, Utopian Political Experiments, and special courses specifically designed to supplement area deficiencies in existing curriculum.

**Pre-Law Specialization Course Descriptions (PLS)**

*PLS 450 Topics in Legal Studies (3SH)*

This is a capstone course designed to allow students to study in greater depth a topic of their interest. The topic may come from any of the areas listed above. Students will invite a faculty member of their choosing to assist them in formulating and evaluating the project. Projects must be approved by a Project Review Panel in the semester prior to the semester in which the course is to be taken. Prerequisite: POL280.

**Public Health Course Descriptions (PHM)**

*PHM 224: History of Public Health (3 SH)*

Covid-19 has thrust Public Health into the spotlight, but the domain of public health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public health, the importance of public health, and how it's provided and practiced. This online class has optional live sessions.

*PHM 254: Health Services (3 SH)*

Health Services - the means by which healthcare is provided - is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low-income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events. This online class has optional live sessions.



*PHM 324: Public Health Studies I: Current Topics and Politics (3SH)*

This course is intended to provide students with a means of evaluating the health impact of political decisions and a broad knowledge base about the practice of Public Health today. Students will explore a range of current topics in public health - including COVID-19, HIV/AIDS, and the obesity epidemic. Students will also look at the impact of US politics on global public health, especially in developing nations. Furthermore, this course will explore key topics such as the WHO's Millenium Development Goals, the disastrous circumstances that can arise when Public Health Policies fail, and the conflict between data and political will that drives so much of Public Health policy decision-making. Prerequisites: PHM 224, PSY 203

*PHM 354: Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research (3SH)*

This course provides students with a variety of tools for understanding the impact that disease or other Public Health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate in a marathon in order to help them build an understanding of how geographic data is used in the practice of Public Health. Prerequisites: PHM 224, PSY 203, PHM 324

*PHM 424: Health Economics (3 SH)*

The field of public health is driven by economics as much as it is by epidemiology. This course will teach you about health economics, which is the application of economic principles and techniques of analysis to health care in support of the public good. By the end of this course you will learn how to analyze the effectiveness of health policy outcomes through an economic lens, and how to use available resources to improve the quality of healthcare. This online class has optional live sessions. Prerequisites: BUS 210

**Psychology Course Descriptions (PSY)**

*PSY 101 General Psychology (3SH)*

A survey of the foundations of psychology; history; genetic and physiological background; learning and general development.

*PSY 197 Seminar in Psychology (1SH)*

An overview of the major in psychology with an emphasis on developing an understanding of the field of psychology as a discipline in the behavioral sciences, examining career options, and strategies for achieving success in psychology coursework.

*PSY 203 Statistics for Behavioral Science (3SH)*

(Cross Reference: CRIM203 SOC 203) Introduction to the use of descriptive and inferential statistics in evaluation of behavioral science data. Prerequisite: MAT 103. Students are also recommended to take MAT 203 Elementary Statistics prior to taking this course.

*PSY 205 Human Development (3SH)*

The scientific study of the physical, psychological and social development throughout the human lifespan.

*PSY 230 Scope and Methods (3SH)*

(Cross Reference: SOC 230) An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology, and sociology. Interested non-majors are also welcome.

*PSY 301 Social Psychology (3SH)*

(Cross Reference: SOC 301) The study of social relationships and the cognitive and emotional processes accompanying such relationships. Prerequisite: PSY 101 or PSY 205.

*PSY 302 Forensic Psychology (3SH)*

An introduction to basic concepts in the application of psychological principles and theories to the areas of criminal justice and forensic psychology. Prerequisite: PSY 101 or PSY 205.

*PSY 303 Appraisal of the Individual (3SH)*

Theory, problems and techniques of psychological measurement. Prerequisite: PSY 101 or PSY 205, and MAT 203.

*PSY 306 Abnormal Psychology (3SH)*

Study of behavior disorders — symptomatology, etiology and treatment. Prerequisite: PSY 101 or PSY 205.

*PSY 309 Introduction to Research Methods and Behavioral Statistics (3SH)*

(Cross Reference: SOC 309) Introduction to techniques of behavioral investigation, and application of descriptive, relational and inferential statistics to methods of inquiry, ethics in the behavioral sciences, and the relationship between theory and research. Prerequisite one of the following: CRIM 200, PSY 101, PSY 205 or SOC 101 and MAT 203.

*PSY 311 Group Dynamics (3SH)*

Study of the theory underlying the small group as means of systematic human relations training; and experience in small group dynamics and processes to provide the student a deeper awareness of interpersonal style, realities and possibilities. Prerequisite: PSY 101 or PSY 205.

*PSY 339 Substance Abuse (3SH)*

(Cross Reference: CRIM 339) Informs students about the abuse of alcohol and other drug substances. Preparing students for professional careers, emphasis will be given to the classification of drugs; models of addiction; the effects of alcohol on individuals, children, and families as well as culturally and ethnically diverse groups; and an in-depth study of addiction support groups. Prerequisite: PSY 101 or PSY 205.

*PSY 340 Introduction to Theories of Counseling (3SH)*

A survey of the major theories of counseling and the techniques and methods derived from these theories that are used with individuals and groups. Prerequisite: PSY 101 or PSY 205.

*PSY 341 Introduction to Techniques of Counseling (3SH)*

This course is designed to provide students concentrating in the counseling track of the psychology major with close supervision in the development of interviewing skills and the development and use of basic counseling skills derived from the major theories of counseling. Prerequisite: PSY 340.

*PSY 342 Counseling with Children (3SH)*

A study of childhood emotional, social and cultural issues which may require specialized knowledge of counseling theories and techniques to address them. Prerequisite: PSY 101 or PSY 205.

*PSY 345 Crisis Intervention (3SH)*

The study of theory and models of crisis intervention and intervention techniques as they apply to a variety of traumatic events. Emphasis is placed on assessment and application of appropriate response intervention through role-play. Prerequisite: PSY 101 or PSY 205, and permission of the instructor.

*PSY 401 Psychology of Learning and Memory (3SH)*

A study of the basic problems, theories, concepts and research in learning including classical and operant conditioning, and information-processing models, with an emphasis on the application of this information to areas of interest to the individual student. Prerequisite: PSY 101 or PSY 205.

*PSY 402 Cognitive Psychology (3SH)*

Research and theories on different aspects of memory, such as short-term memory, working memory and long-term memory, learning and forgetting, imagery, language and reading, reasoning and problem solving, and judgment and decision making. Prerequisite: PSY 101 or PSY 205.

*PSY 405 Personality (3SH)*

Examination of the major theories of phenomena of personality and research on the development and measurement of personality. Prerequisite: PSY 101 or PSY 205.

*PSY 408 Values and Ethics in the Helping Professions (3SH)*

An investigation of the professional and ethical issues and values related to the helping professions, such as psychology and social work. Clarification of personal and professional values that are conducive to effective helping will be explored. Ethical standards of various professional organizations and state laws will be discussed. Prerequisite: PSY 101 or PSY 205.

*PSY 409 Advanced Psychological Research (3SH)*

The development and implementation of a psychological research design including data collection, data analysis, and written and oral presentation of results. Prerequisites: Either MAT 203 or PSY 203, and PSY 309.

*PSY 411 History and Systems in Psychology (3SH)*

Systematic approaches and theories in the history of psychology beginning with philosophical foundations up to modern day theories. Prerequisite: PSY 101 or PSY 205.

*PSY 490 Internship in Psychology and Counseling (3, 6, 9SH)*

The internship experience is open to qualified psychology majors who are planning to pursue graduate study in clinical psychology, counseling psychology, counselor education, social work or other relevant professional fields. It is probably most realistic for students majoring in psychology who have maintained at least a B average in psychology and a B average in their overall university work. Hours for this internship will be in addition to the 30 hours required for the psychology major. Each semester hour of credit is equivalent to 45 hours supervised in the agency or in related activities. It is mandatory that students confer with the professor and the Student Success Center about the internship at least by the beginning of the preceding term. Prerequisite: PSY 101 or PSY 205.

*PSY 199, PSY 299, PSY 399, PSY 499 Special Topics (1-12SH)*

Courses planned by students and faculty in areas related to the study of behavior.

### **Religion Course Descriptions (REL)**

#### *REL 204 Religions of the World: Western Monotheisms (3SH)*

A study of the major living religions of the world which originated in Western Asia, particularly the Abrahamic Monotheism. Their historical-cultural origin and development, and their theoretical and practical expressions will be explored. Similarities and differences among these religions, and between them and general “Eastern” religious posture, will be analyzed.

#### *REL 205 Religions of the World: Southern and Eastern Asia (3SH)*

A study of the major living religions of the world which originated in southern and eastern Asia. Their historical-cultural origins and development, and their theoretical, practical and sociological expressions will be explored. Similarities and differences among these religions, and between them and a general “Western” religious posture, will be analyzed.

### **Sociology Course Descriptions (SOC)**

#### *SOC 101 Introduction to Sociology (3SH)*

An introduction to sociological inquiry including theory and methods, the American social class structure, socialization, gender, deviance, population, ethnic relations, collective behavior, marriage and family, and others. The student will learn how social forces influence behavior and shape the lives of individuals and the contribution of sociology to understanding society.

#### *SOC 102 American Social Problems (3SH)*

This course examines contemporary social problems in the United States and their implications for society and individuals. Issues explored include race and ethnic relations, inequality, population, the environment, crime, sexism, and others.

#### *SOC 202 Sociology of Marriage and Family (3SH)*

An introduction to Family Studies including: historic context of marriage and family, issues and problems of family as a social institution, marriage and family in the United States, family and globally, definitions of marriage and family, mate selection, alternatives, and how social change affects marriage and family.

#### *SOC 203 Statistics for Behavioral Science (3SH)*

(Cross Reference: CRIM 203 PSY 203) Introduction to the use of descriptive and inferential statistics in evaluation of behavioral science data. Prerequisite: MAT 103. Students are also recommended to take MAT 203 Elementary Statistics prior to taking this course.

#### *SOC 205 Gender and Society (3SH)*

This course introduces students to the study of gender and sexuality from an interdisciplinary approach that is rooted in sociology. Gender and sexuality are studied as fluid and flexible concepts that change based on context. Important themes will be gender roles, gender representation in media, the spectrum of sexuality, political and economic issues, and various theories of gender to understand how it interacts with other social categories such as race, class, sexuality, etc.

#### *SOC 210 Classical Sociological Theory (3SH)*

An introduction to classical perspectives on sociological theory and work of Karl Marx, Emile Durkheim and Max Weber in laying theoretical foundations of the discipline and application of theory to the substantive areas of sociological inquiry.

*SOC 230 Scope and Methods (3SH)*

(Cross Reference: PSY 230) An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology, and sociology. Interested non-majors are also welcome.

*SOC 301 Social Psychology (3SH)*

(Cross Reference: PSY 301) Study of the individual's influence on the beliefs, feelings and behavior of others.

*SOC 302 Intergroup Relations (3SH)*

(Cross Reference: AAS 302) The study of racial, ethnic, religious, economic and other bases of group formation in global and historic perspectives. The culture and behavior of minority groups and their relationships with dominant groups and agencies of social control are investigated. Contemporary intergroup relations in the United States will also be examined. Prerequisite: SOC 101 or 102.

*SOC 303 The Sociology of W.E.B. Du Bois (3SH)*

(Cross Reference: AAS 303) An introduction to studies of African Americans and race relations in the United States through the work of W.E.B. Du Bois. This course examines Du Bois's views about black identity, American citizenship, social science, capitalism and globalization among other topics of interests. Our approach will be integration, interpretation, and critical assessment of Du Bois's ideas applying them to the context of the 21st century. Readings from: *The Philadelphia Negro* (1899), *The Souls of Black Folks* (1903), *Color and Democracy* (1945), *The World and Africa* (1947), and other works by Du Bois. Prerequisite: SOC 101.

*SOC 304 Social Class and Inequality (3SH)*

(Cross Reference: POL 304) Study of social inequality in power, privilege and prestige, including theories of social inequality; ruling classes and elites; the bases of inequality; social mobility; and the future of inequality. Prerequisite: SOC 101.

*SOC 306 Poverty in America (3SH)*

Major ecological and systems models regarding the etiology of poverty in the United States and other industrialized countries are examined. Emphasis is placed on the construct of poverty as it relates to social stratification, race and ethnicity, gender, social class, status, political participation, the working poor, and the social structure of poverty. Prerequisite: SOC 101.

*SOC 309 Introduction to Research Methods and Behavioral Statistics (3SH)*

(Cross Reference: PSY 309) Introduction to techniques of behavioral investigation, and application of descriptive, relational and inferential statistics to methods of inquiry ethics in the behavioral sciences, and the relationship between theory and research. Prerequisite one of the following: SOC 101, CRIM 200, PSY 101, PSY 200, PSY 201 or PSY 205 and MAT 203 and SOC 230.

*SOC 310 Utopian Social Thought and Communitarian Societies (3SH)*

A review of utopian social thought from the ancient Greek and Judeo-Christian traditions to the present. The fundamental ideas of altering the social structure of society in order to create a better world will be discussed after reading selected works of such authors as More, Bellamy, Huxley, and Skinner. These are contrasted with utopian or alternate life-styles, including the Amish, Hutterites, and the Oneida Community, among others.

*SOC 311 Complex Organizations (3SH)*

An introduction to the study of complex organizations including: sociological perspectives on organizations, the Weberian concept of bureaucracy, how organizations structure formal and informal social relationships, the relation between organizational goals and formal structure for corporate, military and religious organizations and global organizations, social mobility and professionalization.

*SOC 319 Population and Society (3SH)*

An introduction to demography covering concepts of fertility, migration, and mortality in historical and contemporary populations. Issues discussed include world population pressure on resource depletion and factors associated with industrialization. There will be special attention paid to comparing the changing demography of the U.S. to that of other industrialized countries with consideration of both cultural and environmental factors that impact demographic change. Prerequisite: SOC 101.

*SOC 324 Sports, Crime, and Society (3SH)*

(Cross Reference: CRIM 324) This course applies sociological and criminological theories to sport to demonstrate how sport can be viewed as a microcosm of the society in which it exists. The interaction of crime and sport is analyzed through various lenses including, the role of sport as it pertains to crime, subculture, deviance, white-collar crime, domestic violence, and unintended consequences of sport in the United States and abroad.

*SOC 351 The Sociology of Law (3SH)*

(Cross Reference: CRIM 351) An introduction to the sociological study of law emphasizing the insights of Marx, Weber, and Durkheim illustrating how law and legal decision making are influenced by social, cultural, and economic factors. Comparisons between legal institutions in the United States and other countries are made. Prerequisite: CRIM 200 or SOC 101.

*SOC 352 Corrections (3SH)*

(Cross Reference: CRIM 352) An introduction to corrections as the response to criminal behavior. Emphasis is on the nature and evolution of punishment, the nature and problematics of sentencing, incarceration, probation and parole, and the capital punishment debate are covered.

*SOC 353 The Sociology of Law Enforcement (3SH)*

(Cross Reference: CRIM 353) The sociological study of police as agents of social control. A detailed look at the history, functions and duties of law enforcement officers.

*SOC 357 Women, Crime and Criminal Justice (3SH)*

(Cross Reference: CRIM 357) An exploration of three aspects of women and crime: women as offenders, victims, and control agents and their treatment and experience in the criminal justice system as perpetrators, victims and participants. Prerequisite: CRIM 200 or SOC 101.

*SOC 358 Race, Class and Criminal Justice (3SH)*

(Cross Reference: CRIM 358) A detailed examination of how race and class influence the risk of crime and an individual's experience in the criminal justice system. Special attention is paid to disparities in arrest, sentencing and corrections. Prerequisite: CRIM 200 or SOC 101.

*SOC 362 Sociology of Food (3SH)*

This course explores food and agricultural issues through the lens of the social sciences. Emphasis is placed on inequalities in the production, distribution and consumption of food. Special attention is given to the economic, social, political and symbolic dimensions of food and agricultural systems. This course also reviews policy implications for viable solutions at the level of the global food system, individual societies, local communities, and households.

*SOC 368 The Sociology of Occupations and Professions (3SH)*

This course explores work in society noting how occupation defines social and class status, distinguishes professions and semi-professions, explores the division of labor and bureaucracy, occupational influences on behavior, race, and gender disparities in selected occupations in light of the Civil Rights Act of 1964 and Affirmative Action.

*SOC 369 Collective Behavior and Social Movements (3SH)*

An introduction to the study of collective behavior: crowds, riots, mass hysteria, fads, fashion, and crazes, and study of major social movements in the United States including Civil Rights, Women's, and Peace Movement of the 1960's and recent examples like Black Lives Matter and the Me Too Movement.

*SOC 370 Urban Sociology (3SH)*

A study of global urbanization emphasizing a comparative perspective between the United States and lesser developed countries. The urban ecology of selected cities and its impact on the social environment will be discussed. The theoretical and empirical study of cities as initiated by Chicago School of Sociology and its refinement to date will be covered in detail.

*SOC 441 Race, Racism, and American Law (3SH)*

(Cross Reference: AAS 441, CRIM 441) This course will provide a comprehensive examination of the role of law in constructing racial categories as well as their significance. Topics to be covered will be as follows; the importance of the legal precedent, critical court decisions impacting racial groups in the United States, the racial attitudes of the Framers, and the ability of law to bring about racial justice. Prerequisite: SOC 101 or CRIM 200.

*SOC 450 Topical Sociological Seminar (3SH)*

Reviews the discipline of sociology focusing on key issues, discipline tools, and the role of sociology in understanding society. SOC 450 will help students summarize and integrate course work applying their emerging sociological perspective to real world events, and will prepare them for careers, jobs, and/or graduate work. Students will demonstrate competency in their area by developing and presenting an original research project. Prerequisite: Senior classification, Sociology Core, and three additional 300/400 level sociology courses.

*SOC 199, SOC 299, SOC 399, SOC 499 Special Topics (1-12SH)*

Special topics of interest to faculty and students.

**Spanish Course Description (SPA)**

*SPA 101 Elementary Spanish I (3SH)*

This course provides an introduction to the fundamentals of the Spanish language. They emphasize pronunciation, vocabulary, and elements of grammar needed to read, understand, write, and speak Spanish at a basic level with accuracy and confidence. Native speakers may take this course for Satisfactory/No credit only with permission of the instructor. (Offered every fall semester)

*SPA 102 Elementary Spanish II (3SH)*

These courses provide an introduction to the fundamentals of the Spanish language and employ the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The courses compare and contrast cultural differences between communities in the Spanish-speaking and English-speaking regions of the world. They also emphasize skills necessary to express oneself in the target language via written and oral communication, including pronunciation, vocabulary, and the elements of grammar. Additionally, they help students understand written and spoken Spanish by practicing aural and reading comprehension skills at an elementary level. Native speakers may take this course with permission of the instructor for Satisfactory/No credit only. Prerequisite for SPA 102: SPA 101. Course fee of \$20. (Offered every spring semester)

*SPA 201 Intermediate Spanish I (3SH)*

This course provides an expansion of the fundamentals of the Spanish language and employs the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The course compares and contrasts cultural and quantitative differences (e.g. conversion of degrees Fahrenheit to Centigrade) between communities in the Spanish-speaking and English-speaking regions of the world. It also emphasizes skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar, including the preterit and imperfect tenses. Additionally, it helps students understand written and spoken Spanish by practicing aural and reading comprehension skills at an intermediate level. Students whose secondary education was conducted in Spanish may take this course with permission of the instructor for Satisfactory/ No credit only. Prerequisite: Completion of the non-native language requirement in Spanish. Course fee of \$20. (Offered as needed)

*SPA 202 Intermediate Spanish II (3SH)*

This course provides an expansion of the fundamentals of the Spanish language and employs the World Readiness Standards for Language Learning according to the American Council on the Teaching of Foreign Languages (ACTFL). The course compares and contrasts cultural and quantitative differences (e.g. conversion of degrees Fahrenheit to Centigrade) between communities in the Spanish-speaking and English-speaking regions of the world. It also emphasizes skills necessary to express oneself in the target language via written and oral communication including pronunciation, vocabulary, and the elements of grammar, including the present and imperfect subjunctive. Additionally, it helps students understand written and spoken Spanish by practicing aural and reading comprehension skills at an intermediate level. Students whose secondary education was conducted in Spanish may take this course with permission of the instructor for Satisfactory/No credit only. Prerequisite: SPA 201. Course fee of \$20. (Offered as needed)

*SPA 230 Spanish for the Professions (3SH)*

This course develops speaking and writing skills in specific professional settings (i.e. social work, business, education). Prerequisite: completion of the non-native language requirement in Spanish. (Offered once every four years)

*SPA 245 U.S. Latinos: Culture and Civilization (3SH)*

This course addresses the culture and civilization of U.S. Latinos. The course presents commonalities and differences among this population by focusing on key issues such as history, identity, language use, values, education, and general differences. Prerequisite: completion of the non-native language requirement in Spanish. (Offered once every four years)



*SPA 260 Spanish and Latin American Literature in Translation (3SH)*

This course is an introduction, through English translations, to several of the most significant and influential works of literature in Spanish from Spain; sub-Saharan Equatorial Guinea; the Caribbean; and North, Central and South America. It is open to any student seeking a broad familiarity with Hispanophone literature. Does not count toward the major or minor in Spanish. Prerequisite: SPA 102 and ENG 112. (Offered once every three years)

*SPA 305 Practicum in Spanish (1-3SH)*

An internship, paid or unpaid, with an agency, organization, business, or institution for which Spanish language skills are a necessity. It may be repeated for credit. Students will find their own internships after consultation with a Spanish faculty member. Internships need not be local; students have completed remote internships via the internet. 45 hours of internship work equal 1 semester hour of credit. In addition to hours worked, in order to receive credit, students will submit journals in Spanish of what they learned and accomplished during the course of their internship. The course grade will be based on a combination of supervisor evaluations and the quality of thought investment and Spanish grammar in the written journal. Prerequisite: SPA 202, 2012, permission of the instructor, or completion of a minimum 12-semester-hour study abroad program in a Spanish speaking country. (Offered every semester)

*SPA 321 Latin America: Culture and Civilization (3SH)*

This course covers culture and civilization of Spanish-speaking America in a broad and sequential fashion. Course fee covers ingredients for cooking demonstrations. Prerequisite: SPA 202 or SPA 2012. Course fee of \$20.00 (Offered once every three years)

*SPA 335 Spanish Literature (3SH)*

This course presents a chronological survey of Spanish literature from its origins to the present. Prerequisite: permission of the instructor. (Offered as needed)

*SPA 340 Latin American Literature (3SH)*

This course provides a historical survey of the literature of Spanish-speaking Latin America from its origins to the present. Prerequisite: Completion of 12 semester hours of Spanish at the 200-level. (Offered as needed)

*SPA 350 Afro-Hispanic Literature and Culture (3SH)*

(Cross Reference: AAS 350) This course focuses on the literary and cultural production of Afro-Hispanic peoples in Latin America, the Iberian Peninsula, the United States, and Africa (e.g. Equatorial Guinea). Readings (in Spanish or English translation) include novels, poems, short stories, plays, articles, music lyrics, film, and television programs. Class instruction is in English. Students who wish to receive credit toward the Spanish minor must complete the non-native language requirement in Spanish, read all texts in Spanish, and write all class assignments in Spanish (as required). Course fee covers ingredients for cooking demonstrations. Prerequisite: Completion of the non-native language requirement in Spanish and ENG 112. Course fee of \$20.00 (Offered every three years)

*SPA 400 Senior Seminar (3SH)*

Concentrated study of language, literature or culture relevant to the future careers or studies of the students enrolled in the course and adapted to their assessed needs. Prerequisite: permission of the instructor (Offered as needed)

*SPA 199, SPA 299, SPA 399, SPA 499 Special Topics (1-12SH)*

Sample possibilities: a particular focus on the Spanish generation of 1898, the modern Spanish novel, the Spanish-American novel, García Márquez, the Spanish-American "Boom," Spanish linguistics, Spanish-American popular music. (Offered as needed)

## **Sports Administration Course Descriptions (SPAD)**

### *SPAD 610 Sports Information and Communication (3SH)*

This course will focus on defining, developing, and delivering an effective public relations campaign in athletic programs while utilizing mass and social media. Special attention is given to the ways in which digital media and communication technologies are utilized by sports information professionals. The course will cover a wide variety of skill sets and roles necessary to succeed in this continually evolving discipline.

### *SPAD 620 College Coaching and Athletic Recruiting (3SH)*

This course is a study of the administrative and philosophical issues associated with coaching. Specific topics include: budgeting and travel administration, managerial control and coaching, program planning for coaches, leadership, public relations for coaches, developing a coaching philosophy, sportsmanship and ethics, recruiting strategies, game recording exchange and scouting, scheduling, strategies for parent interaction, off-season workouts and philosophy, team morale, and strategic management.

### *SPAD 630 Fundraising in Sports (3SH)*

This course is designed to combine fundraising theory with the skills and knowledge needed to implement and develop a successful athletic fundraising program. In addition to providing insight into how to assess the fundraising environment and evaluate an organization's capabilities, this course will cover topics on board development and using research to design critical campaigns and identify multiple sources of funding.

### *SPAD 640 Legal and Ethical Issues in Sports (3SH)*

This course is designed to provide students with an understanding of the legal and ethical issues associated with the operation of an athletic department. Through the analysis of case studies and current issues, students will focus on the practical application of laws and regulations and the implications that ethics have on decision making and management in sports administration.

### *SPAD 650 Athletic Facilities Management (3SH)*

This course is designed to provide students with an in-depth look at the planning, design, and management of athletic facilities. It will concentrate on the latest design trends that are evident in athletic facilities.

### *SPAD 660 Analysis of Sports (3SH)*

This is the student's final experience demonstrating competency in content knowledge through an oral or written project. Students will critically analyze an athletic department and prepare a final portfolio showcasing student work highlighting the student's skills, knowledge, and development throughout the program.

### *SPAD 690 Internship in Sports Administration (3SH)*

This three semester hour (120 contact hours) internship will be completed within an athletic department, league office, or other area related to athletics. The internship will be related to the career goals of the students and the students will be expected to plan and complete an in-depth project which will benefit the agency for which they are working. The internship is a substitute course that may only be used in place of SPAD 660.

### *SPAD 699 Special Topics (3SH)*

Offered at the discretion of the graduate faculty to be substituted for an appropriate core MSSA course.

## **Theatre Course Descriptions (THE)**

### *THE 100 History of the Theatre I: The Greeks to the Renaissance (3SH)*

A historical and critical survey of stage practice and dramatic literature from antiquity through the Renaissance. Topics considered will include an analysis of plays by studying the relationships between the authors and the conditions and styles of performance/presentation. Students will examine the culture and politics of each theatrical period, how theatre reflects the assumptions of a culture, and how theatre artists use their medium to express their belief or disbelief in those systems.

### *THE 101 History of the Theatre II: The Restoration to the Present (3SH)*

This course is a survey of the growth and development of the theatre from the Restoration to the present, with consideration of dramatic literature, the physical spaces for theatre, style of presentation, and the social significance of theatre. THE 101 is a continuation of the survey begun in THE 100, is recommended non-majors, and need not be taken in sequence.

### *THE 150 Introduction to Theatre Production I (3SH)*

A survey of the basic techniques and practices used in technical theatre including design, construction, painting, and rigging of stage scenery. The course also offers an introduction to theatrical lighting. Students will be involved in theatrical productions and events from conception through the rehearsal period, technical rehearsals, load-ins, and calling the show. This course serves as the prerequisite to all other technical theatre courses. This course meets for 2 classroom hours and 2 laboratory hours per week.

### *THE 154 Musical Theatre Workshop (0-1SH)*

(Cross Reference: MUS 154) Musical Theatre Workshop is an ensemble open to students at all levels of vocal study. Emphasis will be given to preparing and coaching scenes from various musicals and performance of these scenes. May be repeated by credit Prerequisite: Permission of the instructor.

### *THE 156 Acting I (3SH)*

An introduction to techniques of acting for the stage. The student will learn uses for the four major types of theatres, the names of the stage areas in a proscenium arrangement, and strong and weak body positions. Students will learn to create motivation for vocal inflection and movement. During the course of the semester, he/she will participate in a series of improvised exercises, and will perform a minimum of two dramatic scenes, rehearsed and memorized outside of class.

### *THE 158 Acting the Song (3SH)*

Students will learn how to apply acting techniques to the demands of vocal performance in musical theatre. Emphasis will be placed on storytelling, movement, listening and responding, partnering, navigating healthy vocal production, song analysis, stage presence, and development of ensemble.

### *THE 160 Introduction to Design for the Performing Arts (3SH)*

A hands-on study of the basic techniques of theatre design. Students will undertake a variety of projects in scenic, costume, and lighting design. These projects will be both practical and theoretical in nature. Students will utilize dramatic texts, music, dance, and work collaboratively with their peers. Students will gain a clearer understanding of the elements of design and the principle of composition and will learn how to utilize them within a theatrical production.

*THE 197 Fresh Theatre Seminar (1SH)*

THE 197 is a career exploration course geared towards preparing freshman theatre majors for their upcoming sophomore review. Students will work with all department faculty in a variety of areas: resume' prep, audition piece selection and preparation, and emerging artist statement, etc. Students will also be guided towards career development opportunities outside of Coker University.

*THE 201 World Dramatic Literature (3SH)*

A survey of drama as a manifestation of cultural development, in terms of dramatic structure, artistic styles, and critical theory. The course includes representative masterpieces from Aeschylus to Ionesco.

*THE 210 African American Theatre (3SH)*

(Cross Reference: AAS 210) THE 210 invites students to contrast, compare and examine the evolution of African American life as presented through theatre, television and film with an emphasis on history, philosophy, dramatic creations, concerns and criticism.

*THE 235 Script Analysis (3SH)*

Script Analysis is the study of dramatic texts with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and point of view. Theatre students will learn how to read, interpret, and analyze plays as an essential basis for any type of production work be it acting, directing, design, or playwriting.

*THE 250 Introduction to Theatre Production II (3SH)*

A study and practical application of set construction, stage design and lighting. This course includes a three-hour, weekly lab involving implementation and practice of the skills learned in the lecture portion of the class.

*THE 252 Stage Management (3SH)*

In this course, students will demonstrate assistant stage management skills and develop the skills needed to serve as stage manager for a regular departmental production (including dance and musical theatre). Students will be responsible for organizing and running production meetings, rehearsals and performances. This course is open to Theatre majors and minors. Prerequisite: THE 152 or permission of the instructor.

*THE 255 Playwriting I (3SH)*

A study of fundamentals of writing for the stage. Course requirements include dramatic scenes, written inside and outside of class, and the completion of an original one-act play.

*THE 256 Acting II: Period Styles and Stage Combat (3SH)*

A study and practical application of period styles and stage combat techniques. Course requirements include performances by the student of a series of prepared scenes rehearsed and memorized outside of class. Prerequisite: THE 156 or permission of the instructor

*THE 258: Stage Combat (3 SH)*

This course focuses on basic unarmed (hand to hand) and rapier/single sword techniques as they pertain to stage violence choreography. A strong emphasis is placed on the techniques for safely and dynamically executing violent or intimate choreography, especially as it applies to script analysis, characterization, and scene work.

*THE 289 Film Criticism (3SH)*

(Cross Reference: COM 2899) This course introduces students to the ways film communicates and creates messages through storytelling and production techniques. From this course, students will learn critical and interpretive approaches in order to gain an appreciation of various film genres, styles, historical influences, and cultural impacts. Students will practice how to write about and discuss films critically.

*THE 301 19th to 21st Century American Theatre History (3SH)*

This course provides rigorous exposure to modern American theatre history and will address issues of nationhood, the frontier, gender, race and race relations, and popular and high culture in works for the American stage.

*THE 304: Visualizing Social Justice (3SH)*

(Cross Reference: AAS, ART, and COM) Artists and activists have employed many forms of communication to bring attention to injustices. In addition, these forms often attempt to move people toward action against such injustices. This course will study artifacts and monuments whose purposes are to visualize social justice. Capital designated course.  
(Activity fee required)

*THE 318 Shakespeare (3SH)*

A survey of representative plays from the comedies, histories and tragedies, with special attention to Shakespeare's development as premier dramatic artist. Prerequisite: ENG 112.

*THE 321 Voice and Diction (3SH)*

(Cross Reference: COM 321) A practical study of the structure and uses of the human vocal mechanism, as applied to standard American speech. The student will work toward improvement of diction and articulation and will develop an ability to recognize and reproduce regional dialects and rhythmic patterns.

*THE 343 Modern Drama (3SH)*

A study of representative dramatic literature by European and American playwrights, from George Bernard Shaw to Samuel Beckett. Discussion will include a historical and social context, political or religious implications, and, where appropriate, gender issues  
Prerequisite: ENG 112.

*THE 350 Broadway and Hollywood Musicals in the Twentieth Century (3SH)*

(Cross Reference: COM 350, MUS 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theatre repertoire written for both stage and screen, and will include works written from the 1910s to the present. Most works studied will be of three types: 1) shows originally written for the stage, 2) movie versions of staged shows, and 3) original movie musicals. Class activities will include comparisons of stage versus screen versions; analysis of song lyrics and song forms; visual, dramatic and character analysis; and analysis of the variety of musical styles found in musical theatre. Class content will also include the cultural and economic history of musical theatre and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works.  
Prerequisite: ENG 112.

*THE 355 Styles and Adaptations (3SH)*

The style of a playwright is shown in the choices made in the world of the play, i.e., the kinds of characters, time periods, settings, language, methods of characterization, ideological movements, use of symbols, and themes. THE 355 is an advanced class devoted to reading dramatic material for the stage, exploring the stylistic devices used by the authors and then adapting a piece of the students work to one or more styles presented by accomplished playwrights.

*THE 356 Acting III: Improvisation and Meisner (3SH)*

The study and application of improvisational methods and Meisner techniques. Course requirements include the performance by students in a series of improvisational forms. Prerequisite: THE 156 or permission of the instructor.

*THE 357 Scene Painting and Art (3SH)*

A study of the fundamental techniques and philosophies of scenic painting and art. Course requirements will include learning a variety of scenic painting skills and other art techniques such as sculpture: THE 250 or permission of the instructor.

*THE 358 Directing I (3SH)*

A study of fundamentals of directing for the stage. Course requirements include in-class staged scenes and the production of a one-act play directed by the student. Prerequisites: THE 150 or 371, and permission of the instructor.

*THE 360 Lighting Design (3SH)*

A study of the fundamental techniques and philosophies of lighting design. Students will complete projects associated with (but not limited to) art, dance, music, and theatre. Prerequisites: THE 160 and THE 250.

*THE 367 Practicum in Musical Theatre (0-1SH)*

(Cross Reference: MUS 367) A course providing practical experience for the singer/actor by taking a leading role in a musical theatre production. May be repeated once for credit. Prerequisites: THE 156, MUS 101T and/or permission of the director of the production.

*THE 371 Practicum in Stage Management (2SH)*

This course will provide an opportunity for the hands-on application of skills in stage management. During the production, the student will collaborate with the production director and the Department Technical Director to manage the show. The course may be repeated twice for credit. Prerequisite: Permission of the instructor.

*THE 372 Practicum in Acting (1-2SH)*

A course providing practical experience in acting through performance in a drama production. Students will analyze, rehearse, and critique work in progress. Ensemble and small roles receive one credit; major roles may receive two credits. May be repeated four times for credit. Prerequisite: THE 156 and permission of the instructor.

*THE 373 Practicum in Technical Theatre (1SH)*

A course providing both specialized instruction and practical experience in aspects of production design and technical direction for a theatrical production. Students may work on scenery, lighting, costumes, makeup, or sound design. May be repeated six times for credit. Each time a student enrolls in THE 373, that student will be expected to assume a different responsibility in technical theatre, thereby learning a new skill in each succeeding course experience. Required of all majors. Prerequisite: Permission of the instructor.

*THE 375 Script Writing for Radio, Television and Film (3SH)*

A workshop designed to teach script writing formats for advertising, dramatic and documentary productions. Prerequisite: ENG 112 or permission of the instructor.

*THE 400 Senior Seminar (3SH)*

A concentrated study of a specialized area in theatre which the student intends to pursue either in graduate school or as a profession. The student will do a presentation before the theatre faculty and other selected faculty members. Prerequisite: Permission of the student's advisor and of the instructor.

*THE 455 Playwriting II (3SH)*

An advanced study of techniques of writing for the stage. Emphasis is on writing and revision, discovery, exploration of the dramatic form, and the nature and development of conflict and strategies for resolution. Prerequisite: THE 255. (Offered on demand)

*THE 456 Acting IV: Avant Garde (3SH)*

This course introduces students to a vast array of performance styles, including neutral mask work, clowning, object manipulation, soundscapes, Viewpoints, rasboxes, and the creation of solo and group performance texts inspired and based upon the theories and concepts explored in class. Additionally, students will be exposed to Theatre of the Absurd and Artauds Theatre of Cruelty as specific frameworks for their inquiry. Prerequisite: THE 156 or permission of the instructor.

*THE 457 Production Design (3SH)*

Advanced study and practical application of stage design. Students will produce a design on stage for a departmental production. The design may be scenery, costumes, or lighting. May be taken twice for credit. Prerequisite: THE 250 or permission of the instructor.

*THE 458 Directing II (4SH)*

An advanced study and practical application of stage directing techniques. Course requirements include the production of a student-directed, full-length play. Prerequisites: THE 257 and 358 and permission of the instructor. 199, 299, 399, 499

*THE 199, THE 299, THE 399, THE 499 Special Topics (1-12SH)*

To be offered at the discretion of the Theatre Program faculty as study topics including internship experience, seminar classes and advanced theatre-related projects.

**Visual Performing Arts (VPA)**

*VPA 101 Introduction to Arts Management (3SH)*

An introduction to the practical skills needed for the day-to-day operation of various arts organizations. This will include marketing and publicity, box office operations, audience development, contracts and billing, and the important legal issues specific to arts organizations.

*VPA 399 Arts Management Internship (3SH)*

Students participating in this course will help with the day-to-day box office and front-of-house operations. This includes setting up online ticketing for individual events, running the box office for day of event sales, and training and managing ushers.

## **BOARD OF TRUSTEES**

### 2024-2025 Membership Listing

Chair: Justin Towey, '25  
Vice Chair: Roger Schrum, '26  
2nd Vice Chair: Lou Warner, '24  
Secretary: Eliza Ingle, '24  
Treasurer: Jerry Cheatham, '24

Isabel Elson '27  
John Florence, '26  
Dr. Pamela Gill Franklin, '24  
Larry Gantt, '24  
Carrie Haley, '25  
Hoyt Kelley, '24  
Bill Little, '26  
Dr. Jane P. Norwood, '24  
Joe Randolph, '25  
Dr. Gayle Sawyer, '24  
Lewis Sharp, '25  
Scott Wilds, '24



## **ALUMNI ASSOCIATION**

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

### **Alumni Association Board 2024-2025 Membership Listing**

President: Ben Davidson - Class of 2007  
Vice President: Kristan Johnson - Class of 2001  
Secretary: Katelyne Brown - Class of 2012, 2017

Dawn Arrants, 2017  
Heather Hildebrand, 2008  
William James, 2005  
Barbara Lansche, 2005  
Darrian Love, 2017  
Pennie Peagler, 1989  
Sydney Shull Taske, 2018  
Matthew Shores, 1996  
Electa Anderson Small, 1985  
Destany Gause Velez, 2019

### **Ex Officio**

SGA President - Yendi Lark - Class of 2025  
Board of Trustees Liaison Hoyt Kelley - Class of 1996

## **FACULTY & STAFF EMERITI**

### **Faculty Emeriti**

Paula Samiec Bailey (2000 – 2022)  
*Professor Emerita of Biology*  
B.S., Ph.D.

I. Jill Banks (1987–2016)  
*Professor Emerita of Psychology*  
B.A., M.A., Ph.D.

Deborah I. Bloodworth (1974–2011)  
*Professor Emerita of Theatre*  
B.A., M.A.

Jim Boden (1999 – 2016)  
*Professor Emeritus of Art*  
B.S., M.F.A.

Glenn Chappell (2005–2018)  
*Associate Professor Emeritus of Business Administration*  
B.S., Ph.D.

Ed S. Clark (1988–2014)  
*Professor Emeritus of Physical Education and Sport Studies*  
B.S., M.A., Ed.D.

Kaye P. Crook (1982–2011)  
*Professor Emerita of Mathematics*  
B.S., M.A.

Richard C. Culyer, III (1976–2003)  
*Professor Emeritus of Education*  
B.S., M.A., Ph.D.

Edward S. Ebert (1991–2010)  
*Professor Emeritus of Education*  
B.A., Ph.D.

Paul Frederick Edinger (1973–2012)  
*Professor Emeritus of Geology*  
B.A., M.Ed., Ph.D.

Clara I. Gandy (1983–1993)  
*Professor Emerita of History and Social Science*  
B.A., M.A., Ph.D.

Lois R. Gibson (1978–2009)  
*Professor Emerita of English*  
B.A., M.A., Ph.D.

Jean Grosser (1985–2020)  
*Professor Emerita of Art*  
B.A., B.F.A., M.F.A.

Mal Hyman (1987–2023)  
*Associate Professor Emeritus of Political Science & Sociology*  
B.A., M.A.

Kevin Kenyon (2000–2021)  
*Professor Emeritus of History*  
B.A., M.A., Ph.D.

Shawn Lay (1996–2021)  
*Professor Emeritus of History*  
B.A., M.A., Ph.D.

George Lellis (1978–2013)  
*Professor Emeritus of Communication*  
B.A., M.A., Ph.D.

James W. Lemke (1973–2014)  
*Professor Emeritus of Political Science and Philosophy;*  
B.A., Ph.D.

Ye Li (2011–2023)  
*Professor Emerita of Chinese*  
M.A., Ph.D.

Patricia G. Lincoln (1983–2011)  
*Professor Emerita of Biology*  
B.A., Ph.D.

Darlene Maxwell (2004–2016)  
*Professor Emerita of Education*  
B.S., M.Ed., Ed.D.

David McCracken (1998 – 2022)  
*Professor Emeritus of Engl*

Lynn Oates (1960–1997)  
*Associate Professor Emerita of Business Administration*

Sara S. Odom (2000–2014)  
*Professor Emerita of Education*  
B.A., M.A., Ed.D.

Richard A. Puffer (1999–2016)  
*Professor Emeritus of Communication*  
B.A., M.M.C.

Joseph H. Rubinstein (1984–2011)  
*Professor Emeritus of Education*  
B.A., M.S., Ph.D.

Deane L. Shaffer (1961–1999)  
*Vivian Gay and J. L. Coker Jr. Professor  
Emeritus of Religion*  
B.A., B.D., Th.D.

Jasna Shannon (2006–2021)  
*Professor Emerita of English*  
B.A., M.A., Ph.D.

Richard L. Swallow (1973–2004)  
*Professor Emeritus of Biology*  
B.S., M.S., Ph.D.

Tracey Turner Welborn (1999–2017)  
*Professor Emerita of Psychology*  
B.A., M.Ed., Ph.D.

John McLarty “Mac” Williams (2007–2021)  
*Professor Emeritus of Spanish*  
B.A., M.A., Ph.D.

### **Staff Emeriti**

Mary Buchner (1998–2019)  
*Assistant Emerita to the Vice President of  
Athletics and Athletic Facilities*

Malcolm C. Doubles (1976–2009)  
*Provost Emeritus*  
B.A., B.D., Ph.D.

John Foster III (1990–2018)  
*Director Emeritus of the Center for Diversity,  
Interfaith, and Inclusion Education*  
B.A., M.Ed.

Nancy Timms Matthews (1984–2023)  
*Coordinator Emerita, Acquisitions/Cataloging  
Charles W. and Joan S. Coker  
Library-Information Technology Center*

George P. Sawyer, Jr. (1965–2004)  
*Director Emeritus of Kalmia Gardens*  
B.A., M.A., Ph.D.

Stephen B. Terry (1975–2016)  
*Director Emeritus of the Master in College  
Athletic Administration Program*  
B.S., M.A., D.Ed.

## **EXECUTIVE LEADERSHIP TEAM**

Natalie Harder (2020)

University President

B.A., State University of New York at Buffalo; M.S., Carnegie Mellon; Ph.D., Old Dominion University

Angelique Miles (2024)

Director of President's Office

B.A., Coker University

Dan Buryj (2021)

Vice President of Administration and Finance

B.A., Bentley University; M.S., Regis University

Kat Davis (2022)

Associate Vice President of Strategic Communications

B.A. Shorter University, M.S. University of Nebraska at Kearney

Kathryn J. Flaherty (2005)

Vice President of Institutional Effectiveness; SACSCOC Liaison

B.S., Michigan State University; Ph.D., Purdue University

Lynn Griffin (2010)

Vice President of Athletics and Athletic Facilities

B.S., University of North Carolina-Pembroke; M.Ed., Tarleton State University;

Ed.D., North Central University

Susan Daniels Henderson (2005)

Provost; Professor of Education

B.A., Davidson College; M.Ed., Ph.D., Georgia State University

Donna Quick (2023)

Vice President for Student Experience

B.S., Emmanuel University; M.Ed., Doctoral Certificate, Azusa Pacific University