



Academic Catalog

2014-2015



MISSION OF THE COLLEGE

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

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

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



At Coker, we're [re]defining ready.

Preparing our students for the world as it was, or even as it is, does them a serious disservice. Instead, we are helping them to succeed regardless of what the future brings.

We are Redefining Ready.

Rather than our graduates wondering, "Am I ready for the real world?" they ask, "Is the real world ready for me?"

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ACADEMIC CALENDAR: 2014-2015

Undergraduate Day Program Calendar

Fall Semester	
August 16	Orientation Begins
August 18-19	Registration
August 20	Classes Begin
August 26	Drop/Add Ends (11:59 pm)
September 1	Labor Day, no class
October 9-10	Fall Break
October 30	Withdrawal Ends (5:00 pm)
November 26-28	Thanksgiving
December 4	Last Day of Classes
December 5-11	Final Exams
December 12	Winter Commencement

January Term	
January 2	Classes Begin
January 2	Drop/Add Ends (11:59 pm)
January 9	Withdrawal Ends (5:00 pm)
January 13	Final Exams

Spring Semester	
January 13	Orientation/Registration
January 14	Classes Begin
January 19	Martin Luther King, Jr. Holiday
January 22	Drop/Add Ends (11:59 pm)
March 9-13	Spring Break
March 25	Withdrawal Ends (5:00 pm)
April 3	Good Friday Holiday
May 5	Last Day of Classes
May 7-12	Final Exams
May 16	Spring Commencement

Class Meeting Times

Monday/Wednesday/Friday	Tuesday/Thursday
8:00-8:50 am	8:00-9:15 am
9:00-9:50 am	9:30-10:45 am
10:00-10:50 am	11:00-11:50 am
11:00-11:50 am	12:30-1:45 pm
12:00-12:50 pm	2:00-3:15 pm
1:00-1:50 pm	3:30-4:45 pm
2:00-2:50 pm	
3:00-3:50 pm	
3:00-4:15 pm (M - W only)	
4:00-4:50 pm	

Summer Day I	
May 18	Classes Begin
May 20	Drop/Add Ends (11:59 pm)
May 25	Memorial Day Holiday
May 29	Withdrawal Ends (5:00 pm)
June 5	Final Exams

Summer Day II	
June 7	Registration
June 8	Classes Begin
June 11	Drop/Add Ends (11:59 pm)
June 24	Withdrawal Ends (5:00 pm)
July 3	Independence Day Holiday
July 7	Final Exams

Undergraduate Adult Degree Program Calendar

Fall Semester - Term I

August 16	Classes Begin*
August 22	Drop/Add Ends (11:59 pm)
September 1	Labor Day Holiday
September 23	Withdrawal Ends (5:00 pm)
October 7	Hartsville Final Exams
October 8	Marion and Florence Final Exams

Fall Semester - Term II

October 11	Classes Begin*
October 17	Drop/Add Ends (11:59 pm)
November 14	Withdrawal Ends (5:00 pm)
November 26-29	Thanksgiving Holiday
December 8	Marion and Florence Final Exams
December 9	Hartsville Final Exams
December 12	Fall Commencement

Spring Semester - Term III

January 10	Classes Begin*
January 17	Drop/Add Ends (11:59 pm)
January 19	Martin Luther King, Jr. Holiday
February 17	Withdrawal Ends (5:00 pm)
March 4	Marion and Florence Final Exams
March 5	Hartsville Final Exams

Spring Semester - Term IV

March 14	Classes Begin*
March 20	Drop/Add Ends (11:59 pm)
April 17	Withdrawal Ends (5:00 pm)
May 6	Marion and Florence Final Exams
May 7	Hartsville Final Exams
May 16	Spring Commencement

Summer Session - Term V	
May 18	Classes Begin*
May 23	Drop/Add Ends (11:59 pm)
May 25	Memorial Day (no class)
June 23	Withdrawal Ends (5:00 pm)
July 15	Marion and Florence Final Exams
July 16	Hartsville Final Exams

* Adult Degree Program classes begin on the first regular class night on or after the date listed above

Graduate Program Calendar

Fall Semester - Term 2	
August 18	Classes Begin
August 21	Drop/Add Ends (11:59 pm)
September 12	Withdrawal Ends (5:00 pm)
September 28	Term I Ends

Fall Semester - Term 3	
September 29	Classes Begin
October 2	Drop/Add Ends (11:59 pm)
October 24	Withdrawal Ends (5:00 pm)
November 9	Term II Ends

Fall Semester - Term 4	
November 10	Classes Begin
November 13	Drop/Add Ends (11:59 pm)
December 5	Withdrawal Ends (5:00 pm)
December 21	Term III Ends

Spring Semester - Term 5	
January 5	Classes Begin
January 8	Drop/Add Ends (11:59 pm)
January 30	Withdrawal Ends (5:00 pm)
February 15	Term I Ends

Spring Semester - Term 6

February 16	Classes Begin
February 19	Drop/Add Ends (11:59 pm)
March 13	Withdrawal Ends (5:00 pm)
March 29	Term II ends

Spring Semester - Term 7

March 30	Classes Begin
April 2	Drop/Add Ends (11:59 pm)
April 24	Withdrawal Ends (5:00 pm)
May 10	Term III Ends
May 16	Spring Commencement

Summer Semester - Term 8

May 18	Classes Begin
May 21	Drop/Add Ends (11:59 pm)
June 12	Withdrawal Ends (5:00 pm)
June 28	Term I Ends

Summer Semester - Term 1

June 29	Classes Begin
July 2	Drop/Add Ends (11:59 pm)
July 24	Withdrawal Ends (5:00 pm)
August 9	Term II ends

Introducing Coker College



COKER'S PURPOSE

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

Coker College:

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

COKER'S PRINCIPLE

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

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

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

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

COKER'S PEDAGOGY

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

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

COKER'S HISTORY

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

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

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

Dr. Arthur Jackson Hall (1911-1914)	Dr. Fenton Keyes (1960-1968)
Dr. Howard Lee Jones (1914-1915)	Dr. Wilfrid H. Callcott (1968-1969)
Dr. E. W. Sikes (1916-1925)	Dr. Gus Turbeville (1969-1974)
Dr. Carlyle Campbell (1925-1936)	Dr. C. Hilburn Womble (1975-1980)
Dr. C. Sylvester Green (1936-1944)	Dr. James D. Daniels (1981-2002)
Dr. Donald C. Agnew (1944-1952)	Dr. B. James Dawson (2002-2009)
Dr. Joseph C. Robert (1952-1955)	Dr. Robert L. Wyatt (2009-present)
Dr. John A. Barry, Jr. (1955-1959)	

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. Hartsville's population is 7,850 (2012). The Greater Hartsville area numbers 32,284 (2010). Darlington County's population is 68,139 (2012).

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

Coker also offers courses for adults during the evening at two off-campus locations in the Pee Dee: Marion and Florence.

COKER'S CAMPUS

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

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

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

Coker's residential facilities have all been updated in recent years and boast comfortable living spaces, internet-ready rooms, study areas, and easy access to the Susanne G. Linville Dining Hall and the Cobra Den and Pit. While keeping up with the demands of modern students, Coker's residence halls maintain their historic appearance. The residence halls at Coker College are: Susan Stout Coker Memorial Hall, Mary Irwin Belk Hall, Robert R. and Lois W. Coker Hall, Dr. Valleria Grannis Hall, and Richard G. and Tuck A. Coker Hall. The James Lide Coker III Hall opened in fall 2009. This two-story Georgian brick building, initially occupied in 1963 as the College library, was renovated to house thirty-eight students in a suite-style living arrangement. Working in collaboration with downtown developers, the College opened the Coker Downtown Lofts in 2011 and the Downtown Flats in 2012. These residential facilities are located approximately one block from campus in the Downtown Business District, and provide

apartment-style housing for upperclassmen. The newest addition to Coker's housing options is the Village at Byerly Place. The first of six apartment-style residences, the Betty Y. and Charles L. Sullivan Jr. Residence Hall, was opened in fall 2013. The final project will accommodate 288 students.

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

The decades of the 1950s and 1960s witnessed a significant updating and expansion of the physical plant. Completed during this period were the William Chambers Coker Science Building, the Margaret Coker Lawton Music Building, the Timberlake-Lawton Physical Education Building, the James Lide Coker III Memorial Library, Grannis Hall and the David R. and May R. Coker Student Center.

The Charles W. and Joan S. Coker Library-Information Technology 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.

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

Kalmia Gardens is 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 blackwater swamp, laurel thickets, pine-oak-holly uplands, and a beech bluff. A small landing dock provides canoe and kayak access to Black Creek.

ACCREDITATION AND MEMBERSHIPS

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

Coker College is also accredited by the National Association of Schools of Music and the Council on Social Work Education.

Coker College is a member of the American Council on Education, the American Association of

Colleges & Universities, the Association of Governing Boards of Universities and Colleges, the Council for Higher Education Accreditation, the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Southern Association of Colleges and Schools, the South Carolina Independent Colleges and Universities, the Pee Dee Education Center, the National Association of Schools of Music, the American Society of Composers, Authors and Publishers, and the Council on Social Work Education.

The Wiggins School of Education at Coker College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers all initial teacher preparation programs at Coker College. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Coker College is affiliated with McLeod Regional Medical Center School of Medical Technology. Completion of prerequisite courses does not automatically guarantee admission to the clinical year, but students of Coker College are given preferential consideration for the program. The student may be awarded advanced standing by appropriate written and practical examination in any of the courses offered at McLeod. Upon completion of the medical technology program, the student is awarded a Bachelor of Arts degree. Refer to the “Medical Technology” section for admission information.

Coker College is a member of the Servicemembers Opportunity Colleges Consortium and the SOC Degree Network System.

The Servicemembers Opportunity Colleges (SOC) Consortium, established in 1972, is a consortium of national higher education associations and more than 1,700 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC website at [www.soc.aascu.org].

The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military services to deliver specific Associate and Bachelor’s degree programs to service members and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Refer to the SOC Degree Network System-2 and -4 Handbooks to view Associate and Bachelor’s degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC website [www.soc.aascu.org], on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST home pages.

Academic Programs



The academic program at Coker College combines the traditional structures through which a baccalaureate degree is usually accomplished with an environment of flexibility and informality. Coker is committed to developing and maintaining a college community that will remain small in size and will function without rigidity. The size of the College coupled with an attitude of concern for the student is the key to Coker's adaptable, personalized program of study.

The College strives for an academic atmosphere in which all its members can interact freely and in which an involved student can pursue an individualized major, engage in special topics courses, and experience independent study one-to-one with a chosen professor. An integral part of Coker's program is the opportunity to learn by doing and serving. The Center for Engaged Learning coordinates internships in an ever-expanding variety of community service organizations, businesses and governmental agencies. Foreign study programs may also be initiated with the approval of the Dean of the Faculty.

One important manifestation of Coker College's commitment to service is its Teacher Education Program. Perceiving that its role extends beyond the confines of the campus and the undergraduate years, the College offers its students the opportunity to become certified to teach in many of the subject areas of the curriculum. The mission of the Coker College Teacher Education Program is "Developing the Well-Educated Teacher." Our teacher candidates are committed to children and community through teacher education.

DAY PROGRAM FOR UNDERGRADUATE STUDENTS

The Day Program is offered only on the Hartsville campus and is available for both traditional and non-traditional students. Courses are offered in two 16-week semesters beginning in August and mid-January, two summer sessions beginning in May (three-weeks) and June (four-weeks), and a two-week January term which begins in early January. The Day Program offers the widest selection of majors, minors and specializations. Students in the Day Program may pursue one of the following degrees:

BACHELOR OF ARTS DEGREE WITH A MAJOR IN:

- Art – *with a required concentration in...*
 - » Art Education,
 - » Fine Arts,
 - » Graphic Design, or
 - » Photography
- Biology – *alone or with an optional concentration in...*
 - » Ecology,
 - » Molecular Biology, or
 - » Pre-Medicine
- Biology Education
- Business Administration – *alone or with an optional concentration in...*
 - » Management,
 - » Marketing, or
 - » Sport Management
- Chemistry
- Chemistry Education
- Communication
- Computer Science
- Criminology
- Early Childhood Education
- Elementary Education
- English – *alone or with an optional concentration in...*
 - » Education or
 - » Professional Writing
- History
- Mathematics

- Mathematics Education
- Medical Technology (*in cooperation with McLeod Regional Medical Center*)
- Music – *with a required concentration in...*
 - » Piano,
 - » Voice, or
 - » Musical Theater
- Physical Education & Sport Studies – *with a required concentration in...*
 - » Coaching,
 - » Exercise Science,
 - » Physical Fitness Programming,
 - » Sport Communication, or
 - » Teacher Education
- Political Science
- Psychology – *alone or with an optional concentration in Counseling*
- Social Studies Education
- Sociology
- Spanish
- Theater – *alone or with an optional concentration in...*
 - » Performance or
 - » Technical Theater

BACHELOR OF FINE ARTS DEGREE WITH A MAJOR IN:

- Dance – *with a required concentration in...*
 - » Performance/Choreography,
 - » Movement Analysis/Therapies, or
 - » Dance Education

BACHELOR OF MUSIC EDUCATION DEGREE WITH A MAJOR IN:

- Music Education – *with a required concentration in...*
 - » Piano or
 - » Voice

BACHELOR OF SOCIAL WORK DEGREE WITH A MAJOR IN:

- Social Work – *alone or with an optional concentration in Social Gerontology*

THE DAY PROGRAM OFFERS THE FOLLOWING MINORS:

- Art
- Biology
- Business Administration
- Chemistry
- Chinese
- Communication
- Computer Science
- Criminology
- Dance
- English
- Environmental Studies
- History
- International Studies
- Latin American Studies
- Mathematics
- Music
- Political Science
- Psychology
- Social Work
- Sociology
- Spanish
- Theater

A SPECIALIZATION MAY BE SELECTED FROM THE FOLLOWING:

- African American Studies
- Forensic Studies
- Museum Studies
- Pre-Law



ADULT DEGREE PROGRAM FOR UNDERGRADUATE STUDENTS

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

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

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

Evening classes are regularly offered at three locations – on the Hartsville campus, at Poynor Adult Education Center in Florence, and at the Marion County Technical Education Center. Additionally, Coker participates in a bridge program with Northeastern Technical College (NETC) in Cheraw.

The Hartsville, Florence and Marion sites offer five 8-week terms per year: two during the traditional fall semester, two during the traditional spring semester, and one summer session. Qualified Adult Degree Program students may also take online courses offered by Coker College. For students who plan carefully and attend full-time each term, it is possible to graduate in four years.

The Coker-NETC bridge program establishes a direct path by which students who earn an Associate’s degree in criminal justice at NETC may continue their studies to earn a Bachelor’s degree in criminology from Coker College. To facilitate this program, Coker might occasionally offer classes on the NETC campus.

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

	Hartsville	Florence	Marion
BA in Early Childhood Education	✓		
BA in Elementary Education	✓		
BS in Business Management	✓	✓	✓
BS in Criminology	✓	✓	✓
BS in Psychology	✓		
BS in Sociology	✓	✓	✓
BSW in Social Work*	✓	✓	✓
Class Days	Tue & Thu	Mon & Wed	Mon & Wed

* Florence and Marion students majoring in Social Work must take selected courses at the Hartsville campus.

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

For more information regarding admissions requirements and financial aid opportunities for the Adult Degree Program, please consult the relevant sections of the catalog.



HONORS PROGRAM FOR UNDERGRADUATE STUDENTS

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

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

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

In addition, nominations from the Coker College faculty of outstanding freshman students will

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

INNOVATIVE SCHOLARSHIP

Each Honors Student engages with a faculty member in a discovery-based research project or on an original creative work involving inquiry, investigation, and creative expression. Students have the opportunity to expand a project originally developed with their major program or to choose a project unrelated to their major course of study. Multidisciplinary projects are encouraged. Honors Students then create written accounts of their scholarly activity. Students who complete an honors project earn the privilege of presenting that project to the campus community in a venue, such as the annual Celebration of Academics, approved by the Honors Project Review Committee.

CULTURAL INTERACTION

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

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

CIVIC ENGAGEMENT AND LEADERSHIP

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

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

To build leadership skills, continuing Honors Students serve as mentors to entering Honors Students. Beginning in the second year, each Honors Student is assigned a mentee. The mentor

introduces the new Honors Student to the program and helps the mentee become involved in the College as a whole.

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

MASTERS PROGRAMS

Coker College offers two master's degree programs – a Master of Science in College Athletic Administration (MS.CAA) and a Master of Education in Literacy Studies (M.Ed.). The MS.CAA is a specialized program in sport management; the program is designed for individuals working in college sport administration who wish to further their careers in athletics management through the attainment of a master's degree. The program is delivered completely online so students will not have to disrupt their current careers while furthering their education. The M.Ed. is a specialized degree that enables PK-12 teachers to concentrate on literacy instruction in the classroom and can lead to the add-on certification of Literacy Teacher and Literacy Coach. This hybrid program balances in-class time with online coursework tailored to a teacher's schedule.

Coker has established academic policies and procedures to help students progress to degree completion and to facilitate the processes required for the operation of the institution. Policies and procedures that apply to all students are published in the Coker College Academic Catalog and the Coker College Graduate Student Handbook. When necessary, specific policies have been developed for the graduate program by the Graduate Advisory Committees, and supersede those outlined in the undergraduate section of the catalog.

The Graduate Advisory Committees are comprised of both faculty and administrators, is responsible for graduate policy and procedure development, admission portfolio evaluation, transfer credit evaluation and general oversight of the graduate programs.

ACADEMIC EXPECTATIONS

Intellectual honesty and integrity are the cornerstones of Coker College's education mission. Student academic work is expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the College.

COHORT LEARNING

Students enrolling in the MS.CAA program will become part of a modified cohort program in which entering students complete courses in the same sequence as those with whom they entered. The cohort will last ten terms comprised of six weeks each, and it is expected that participants will complete all courses within those ten terms.

Students enrolling in the M.Ed. program will become part of a cohort in which students begin

with an eight-week term of classes in the summer followed by three six-week terms in the fall and three six-week terms in the spring. The summer term will include intensive day classes balanced with online work. The fall and spring terms will include once-a-week meeting and online work. The thirty-three-hour M.Ed. is expected to be completed in twelve months.

If circumstances arise that require a student to interrupt his or her program and leave the cohort, effort will be made for the student to re-enroll into a future cohort, but this may be restricted by space availability. Continuous enrollment in the program is strongly encouraged.

TIME TO COMPLETE THE GRADUATE PROGRAM

The graduate degree must be completed within five years after enrolling in the first class. Space may be limited in future cohorts so it is strongly recommended that participants complete all courses within their originally planned sequence.

ADMISSIONS POLICY

To gain admission to the MS.CAA program, students must have earned a bachelor's degree with an overall grade point average of 2.85 (on a 4.00 scale) from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation. Additionally, students will be required to submit a portfolio of materials including the following:

- Copy of undergraduate transcripts
- One page personal statement explaining the student's educational and career goals
- Resume
- Three letters of recommendation

Incomplete portfolios will not be evaluated. Students accepted into the program will have three weeks to accept the offer of admission and to submit their official transcripts. Applications will continue to be reviewed after the published deadline if space is still available in the desired cohort.

To gain admission to the M.Ed. program, students must have an earned bachelor's degree with an overall grade point average of 3.00 (on a 4.00 scale) from a college or university accredited by an agency recognized by the Council for Higher Education Accreditation and have completed at least one year of teaching in a PK-12 classroom. Additionally, students will be required to submit a portfolio of materials including the following

- Copy of undergraduate transcripts
- Copy of educator license
- One page personal statement explaining the student's teaching philosophy
- Resume
- Two letters of recommendation

COURSE LOAD

The MS.CAA program consists of ten terms. The typical load is one class (three semester hours) per term. To earn the MS.CAA degree, students need to complete a total of thirty semester hours of course work.

The M.Ed. program consists of one eight-week summer term (twelve semester hours) followed by three six-week terms in the fall (twelve semester hours – one class per term with an additional practicum course) and three six-week terms in the spring (nine semester hours – one class per term). To earn the M.Ed. degree students need to complete a total of thirty-three semester hours of course work.

GRADES AND ACADEMIC STANDING

The grade point average will be computed using evaluations from all courses taken under the ABCDF system using the following values:

A=	B=	C=	D=	F=
4 Points	3 Points	2 Points	0 Points	0 Points

Graduate students must maintain a cumulative grade point average of at least 3.00 (“B” average). Six semester hours of course work in which a grade of “C” is received may count toward the completion of degree requirements but receiving a third “C” will result in the student being dismissed from the program. In order to graduate, students must be in good academic standing. Other grading policies, including the process for appealing a grade, are outlined in the Coker College Academic Catalog.

ACADEMIC PROBATION AND DISMISSAL

A student with at least nine semester hours completed at Coker whose grade point average falls below 3.00 will be put on Academic Probation. When a student is placed on probation, the student will be notified and given two terms in which to raise his or her average to a 3.00 or be dismissed from the graduate program. Probation will be lifted when the student achieves a cumulative grade point average of 3.00. Being placed on academic probation and being removed from probation will become part of a student’s permanent record by indication on his or her transcript.

GRADUATE POLICY FOR REPEATING COURSES

A student receiving a failing grade in a course (“D” or “F”) must retake the course at Coker College. If the student does not pass the course on the second attempt, he or she will be removed from the program. Likewise, regardless of one’s overall grade point average, a student failing any two courses on the first attempt will be dismissed from the program. If a course is successfully repeated, the failing grade will be removed from calculation in the grade point average. All grades, whether repeated or not, remain on the Coker transcript with repeated courses duly noted.

TRANSFER CREDIT

A maximum of six semester hours may be transferred into a Master's program at Coker College. Of those six hours, only three semester hours may be elective credit. These courses must come from an accredited graduate school. Course equivalencies are evaluated by the Graduate Advisory Committee and appeals will be evaluated by the Provost. During the program, students wishing to make-up a course at a different college or university and have that credit transferred back to Coker College must get prior approval from the Graduate Advisory Committee. Grades earned in courses completed at other institutions do not count toward the Coker College grade point average. No class with a grade lower than a "B" may be granted transfer credit. Students must submit their official transcript to have the transfer credit evaluated.

REGISTRATION AND PAYMENT

Coker College's student information portal, WebAdvisor, provides students with online, real-time information regarding their academic and financial accounts with the College. Students will receive WebAdvisor log in information following acceptance to the graduate program. They may then use WebAdvisor to view course schedules, grades, charges and financial aid awards.

Students may also use WebAdvisor for registration and to make payments. Prompt payment of tuition and associated fees is the responsibility of the student and shall be made in accordance with deadlines established by the College; failure to do so will prevent course registration.

ADDING, DROPPING OR WITHDRAWING FROM COURSES

Students may make changes to their current academic schedule during the specified drop/add period for each term. Students are not permitted to add classes after this date, but may withdraw from courses in progress. Students should consult the official academic calendar for the exact drop/add and withdrawal dates for each term.

AUDITS

If space allows, a student may take a course as an audit.

Admissions



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

APPLICATION PROCESS

Coker College practices rolling admissions and will accept applications for both the Day program and the Adult Degree Program until one week prior to the beginning of classes.

Coker College is a member of the Servicemembers Opportunities College (SOC). Please contact the Admissions Office for complete information.

FRESHMAN ADMISSION

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

REQUIRED DOCUMENTS

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

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

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

HIGH SCHOOL DIPLOMA AUTHENTICITY

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

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

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

CONDITIONAL ADMISSION

An applicant who does not meet the minimum requirements for regular admission may be accepted under the terms of conditional admission. Upon enrollment, a student accepted under conditional admission may take no more than 14 semester hours. These 14 hours must include Coker College 101 (CC101) and should include the student's first English composition course.

ADULT DEGREE PROGRAM ADMISSION

Students applying to the Adult Degree Program must be 23 years old or be out of high school for at least five years. Students not meeting these criteria may be considered for admission if they meet one or more of the following requirements:

- If the student is classified as an independent student based on the criteria set forth by the U.S. Department of Education on the FAFSA form
- If the student is 21 years old and meets one of the following conditions:
 - » Is working full-time (35 or more hours per week)
 - » Has a work schedule that prevents attendance during the day
 - » Has a family situation that prevents the student from attending the day program

Students requesting admission under one of these exceptions will be required to submit an explanation and documentation of the need for the exception. Acceptable documentation would be the FAFSA form, a letter from an employer, or other documentation corroborating the need to attend evening classes. Decisions of exception will be made by the President of the College or by his or her designee.

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 Administrative Review Team will review any such applications, and has the right to approve or deny admission based on the information provided.

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

TRANSFER ADMISSION

REQUIRED DOCUMENTS

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

- A completed admissions application form and fee.
- Official transcripts from all prior college work.
- 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.
- If the applicant has graduated from high school within the past five years, SAT or ACT scores are required unless the applicant has achieved one of the following:
 - » 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.

Additional application information, such as an in-person 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.

Students who transfer from another accredited two- or four-year institution must have a 2.0 average in all college-level work attempted. The Office of Academic Records will evaluate all previous credits for transferability after the application for admission has been completed. See "Transfer Credit" for complete information. Transfer students who are ineligible to return to their previous institutions will not be admitted to Coker.

TRANSFER AGREEMENTS

Coker College has several Bridge Agreements and accepts a wide variety of transfer course work from other regionally accredited institutions.

TRANSFER CREDIT

When a student has completed the application for transfer to Coker, the Office of Academic Records will evaluate all transfer credits completed with a grade of C- or better from a regionally accredited institution. Students who have attended regionally accredited community colleges or technical colleges may transfer up to a maximum of 76 semester hours. Transfer credits count toward graduation at Coker and may satisfy Liberal Arts Studies Program or major requirements.

For active military personnel, transfer evaluations from official transcripts of previous college and military credits should be completed ideally before enrollment but at least by the end of the first term of enrollment in the Adult Degree Program.

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 Provost in consultation with the chairperson of the student's major department.

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

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

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 when deemed necessary by a majority of the department faculty with approval of the Provost.

INTERNATIONAL STUDENT ADMISSION

Coker College has a very active international program ranging from faculty and student exchange programs, study abroad opportunities, and the college promotes international awareness and provides services to international students studying at Coker College. Scholarships are available for international students to study at Coker; however, students should be prepared to pay the majority of the costs.

Coker College is authorized under U.S. Law to enroll non-immigrant alien students. An international student seeking admission to the College must be a high school graduate, or its equivalent, and must provide a notarized English translation of all transcripts, if applicable. In order to demonstrate the necessary level of ability in the English language, an international student must also submit a minimum score of

- 500 from a paper-based TOEFL (Test of English as a Foreign Language); or
- 173 from a computer-based TOEFL; or
- 61 from an internet-based TOEFL; or
- 950 from the College Board's SAT.

Coker may accept successful completion of an intensive English program from an ESL Language Center in lieu of the 500 TOEFL score.

Financial support must be verified by completing the Certification of Finances form. In addition to the \$150 room key deposit, all international students are required to submit a \$500.00 deposit to be used as an emergency fund for the student. All unused funds will be refunded to the student upon completion of studies. Also, international students are required to pay an annual \$200 administrative fee.

After the student is accepted and the Certification of Finances Form, immunization records, and deposit are received, Coker College will issue the student an I-20 to secure a student visa to study only at Coker.

INTERNATIONAL FRESHMAN

- Request your high school guidance counselor or principal to send a copy of your high school transcript.
- Request your SAT, ACT and/or TOEFL score be sent to Coker College by using our institutional code of 5112 for the SAT or 3844 for the ACT.

INTERNATIONAL TRANSFER

- Request the Registrar at each college attended or now attending to send a transcript of your college credit.
- College level course work completed at institutions outside of the United States will only be considered for transfer credit if the transcript has been evaluated by a professional organization that is a member of the National Association of Credential Evaluation Services (www.naces.org/members.htm). Students must provide a course-by-course evaluation. Document-by-document evaluations will not be accepted.
- 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.
- Students transferring fewer than 30 semester hours will be required to meet admissions standards for an entering freshman. Students graduating from high school five or more years ago do not have to submit an SAT or ACT score.

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 when decisions are made only after April 1.

ADMISSION OF UNDOCUMENTED STUDENTS

Coker College will admit and enroll an undocumented student if:

- the student meets all Admissions requirements including course work from an accredited high school or college in the United States.
- the student graduated from an accredited high school in the United States or received an official GED certificate.
- the student's high school grade point average, standardized test scores, and academic record meet the standards for freshman admission as established by the Faculty of Coker College.
- the student is transferring to Coker from a regionally accredited institution and meets the standards for transfer admission as established by the Faculty of Coker College. The student's transcript(s) will be evaluated in a manner consistent with all transfer credit evaluation.
- the student provides proof of citizenship and is not a citizen of a country on the US State Department's list of State Sponsors of Terrorism (found at <http://www.state.gov/s/ct/c14151.htm>).

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

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

NON-DEGREE SEEKING STUDENTS

SPECIAL STUDENT ADMISSION

A person who is accepted as a special student will 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.

- An application for admission must be submitted prior to enrollment.
- Area high school students who wish to take courses at Coker while completing their high school education must have the high school principal's or guidance counselor's recommendation and submit an application for special admission.

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.
- Students wishing to return to their home institution to graduate must submit a letter of good standing from this institution.
- Students seeking recertification must submit copies of their transcripts or diploma for proof of graduation.

AUDITING STUDENT ADMISSION

Persons wishing to audit a course must receive special admission to the College, permission from the instructor to audit the course, and must pay a fee of \$50.00 per credit hour. This is accomplished by applying for special admission in the Admissions Office, completing the appropriate form in the Office of Academic Records, and paying the fee in the Business Office. No college credit is awarded for audited courses. Once completed, an audited course cannot be retroactively applied to degree credit. An application for admission must be submitted for each semester of intended enrollment.

READMISSION

All students must apply for readmission if they:

- have been absent from the College for one semester, unless returning from an official leave of absence; 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. Applications must be submitted no later than 30 days prior to the beginning of the next semester.

Readmitted students (except those readmitted immediately following academic suspension) are subject to the College's degree requirements in effect at the time of return.

The Financial Aid Office, Business Office, Vice President for Enrollment and Contract Services and Director of Learning Support Services will review applications for readmission. If questions arise from this review, the Academic Standards Committee will make the final decision regarding readmission. Readmission is not automatic, as the College will review all educational, judicial, and financial records of the student.

DEPOSITS

All students accepted for admission in the Day program must send the \$50.00 advance tuition deposit to the Office of Admissions. Residential students must send an additional \$100.00 deposit. These deposits guarantee a place in the entering class and in the residence halls. Deposits are refundable until May 1 for fall semester and November 1 for spring semester.

TO APPLY FOR ADMISSION CONTACT:

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



Tuition & Fees 2014 – 2015



UNDERGRADUATE DAY PROGRAM COSTS

Tuition (per semester)	
Full Time (12 to 18 semester hours)	\$ 12,768
Overload (per semester hour over 18)	\$ 936
Part Time (per semester hour)	\$ 1,064
Summer Day I, Summer Day II and January Term (per semester hour)	\$ 194
Audit (per semester hour)	\$ 50

Room (per semester)	
Multiple Occupancy Room/Suite	
Memorial or RTC Hall	\$ 1,810
Belk or Coker Hall	\$ 1,900
Grannis Hall	\$ 2,000
James Lide Coker III Hall	\$ 2,500
Residential Village	\$ 2,900
Coker Downtown Lofts or Downtown Flats - off campus	\$ 3000
Coker Downtown Lofts - triple	\$ 2750
Private Occupancy Room <i>See note 1</i>	\$ 2,840

Board Plan (per semester) <i>See note 2</i>	
21 or 14 meal plan	\$ 2,105
7 meal plan	\$ 1,250

Admissions Fees and Deposits (one time only)	
Application fee	\$ 25
Advanced Tuition deposit (new commuter students only)	\$ 50
Room Reservation deposit (new residential students only) <i>See note 3</i>	\$ 150
International Student deposit	\$ 500

Fees	
Course Fees	
Applied Music – one credit hour	\$ 125
Applied Music – two or more total credit hours	\$ 250
PE 100 level activity courses (per course)	\$ 10
PE230 Activity fee (per course)	\$ 200

PE250 Activity fee (per course)	\$ 100
Science Lab fee (per lab)	\$ 35
Math 101 Text fee	\$25
Student Teaching fee	\$ 100
International Student Administrative fee (per semester) <i>See note 4</i>	\$ 100
Medical Access fee (per year, residential students only) <i>See note 5</i>	\$ 200

TUITION AND FEE NOTES:

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

² All students living on-campus, in the Coker Downtown Lofts, in the Coker Downtown Flats, or in the Residential Village are required to purchase a Board Plan. On-campus students may choose either a 21-meal plan, which provides access to all meals served in the Linville Dining Hall each week plus \$100 in CobraCash per semester, or a 14-meal plan, which provides access to any 14 meals each week plus \$150 in CobraCash per semester. Students living in the Residential Village, Coker Downtown Lofts or Flats may choose either of the meal plans above or, for a reduced rate, may opt for a 7-meal plan, which provides access to any seven meals each week plus \$100 in CobraCash per semester. CobraCash may be used at any of the on-campus retail food service outlets and a limited number of off-campus locations.

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

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

⁵ All resident students are required to provide proof of medical insurance coverage before enrolling at Coker College. If this evidence of insurance is provided, the Medical Access fee can be waived.

ADULT DEGREE PROGRAM COSTS

A separate fee schedule is available for students enrolling in courses taught in the Adult Degree Program. The Adult Degree Program offers courses for adults during evening hours on the Hartsville campus and in Florence and Marion. Please consult the Associate Provost for Academic Affairs, the Business Office, or the Financial Aid Office for site specific costs.



TUITION AND FEE POLICIES

STUDENT ACCOUNTS

Tuition and fees must be paid in full, or their payment satisfactorily arranged, prior to the first day of class. Registrations are not complete until all tuition and fees are paid in full. Enrollments for students whose financial arrangements are not complete may be cancelled and access to College facilities (e.g. residence hall rooms, dining facility, library) may be terminated. Students will not receive diplomas or transcripts of their academic records until their accounts have been paid in full.

Students entering late are charged tuition, room and other fees for a full semester. However, resident students pay board only from the time they enter.

RETURNED CHECK POLICY

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

REFUND POLICY

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

Application Fee: Not refundable

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

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

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

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

Audit Fee: Not refundable

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

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

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

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

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

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

Calculation of Refund Amount

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

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

Financial Aid



The Coker College Financial Aid Office helps students and parents in financial planning for college. Coker offers access to a variety of federal, state and local programs. Some expenses are incurred over the academic year which are not set by the College. Books and supplies may cost \$1,500.00 or more per year. Furthermore, students occasionally enroll in programs outside of Hartsville that would necessitate additional expense. Although an exact estimate cannot be made to cover the cost of clothing, laundry, travel, and personal expenses, such expenses may average \$1,100.00 per year.

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

APPLICATION PROCEDURES

To apply for financial aid at Coker College:

1. Submit a completed admissions application to the Admissions Office. Applicants must be accepted by Coker College as degree-seeking students before aid will be awarded. Transient students must coordinate aid through their home institution. Special students are not eligible for financial assistance.
2. Submit a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education at www.fafsa.ed.gov each year. The FAFSA should be submitted as soon after January 1 as possible, and no later than April 15.
3. Students who previously filed a FAFSA should use the renewal application online at www.fafsa.ed.gov.

High school guidance offices can provide information on local awards from employers, churches, PTOs and local civic organizations. Limited aid is also available for summer school. All financial information will be held in strict confidence.

AWARDING PROCESS

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

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

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

FINANCIAL ASSISTANCE PROGRAMS

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

FEDERAL AND STATE AID PROGRAMS

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

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

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

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

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

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

LIFE Scholarship is a merit-based grant for South Carolina students equal to the average cost of tuition and books at state institutions as determined by the state government each year. Students

are eligible for the LIFE Scholarship if they meet two of the three following requirements: a B average, 1100 SAT or 24 ACT score, or top 30% of the graduating class. Scholarships are renewable with a 3.00 GPA and 30 semester hours (non-remedial hours) earned in one academic year. No application is needed.

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

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

OTHER FINANCIAL OPTIONS

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

Installment Payment Plan provides a method of paying yearly educational expenses in scheduled payments over a period of 10 months. There is an annual enrollment fee. Information is mailed directly to students each spring. Enroll on line at tuitionpay.salliemae.com.

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

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

Veterans and veterans' dependents should contact the Veterans Administration (1-800-827-1000) for information and forms. Application for benefits can be made online at www.gibill.va.gov or www.ebenefits.va.gov.

Veterans enrolled in the Adult Degree Program should contact the Assistant Director of Financial Aid at the Hartsville campus (843-383-8055, option 3).

INSTITUTIONAL SCHOLARSHIPS

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

Honors Scholarship: This award of up to \$12,000.00 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, 1200 SAT or 27 ACT, and rank in the top 6% of their graduating class.

Trustees' Scholarship: These awards are based solely upon SAT or ACT scores and a minimum high school grade point average of 3.50. Scholarships range from \$9,300 to \$11,000 per year.

Dean's Scholarship: These awards are based solely upon SAT or ACT scores and a minimum high school grade point average of 3.00. Scholarships range from \$8,100.00 to \$9,500.00 per year.

Bell Tower Grant: These awards are based solely upon SAT or ACT scores and high school grade point average. Scholarships ranged from \$6,800 to \$8000.

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

Departmental Scholarships: The Departments of Art; Biology; Chemistry; and Dance, Music, and Theater award scholarships to talented students. The Department of Communication, Language and Literature also sponsors a creative writing scholarship. Scholarships range from \$500.00 to \$2,000.00 per year.

Alumni Heritage: Sons and daughters of Coker alumni receive a scholarship of \$500.00 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.

Transfer Scholarships: These scholarships are based upon the grade point average achieved at the previous institution(s). Amounts range from \$5,300.00 to \$9,000.00 per year.

Valedictorian Scholarship: A \$500.00 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 \$500.00 to \$5,000.00 per year.

NAMED SCHOLARSHIPS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The 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 College Board of Trustees and a prominent Hartsville businessman.

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

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

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

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

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

SCHOLARSHIPS FOR FINANCIALLY DESERVING STUDENTS

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

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

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

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

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

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

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

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

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

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

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

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

OTHER NAMED SCHOLARSHIPS

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

Lawrence K. and Amelia Anthony	Jane Andrews Funderburk Endowment	Lt. Col. Howard Calhoun Rogers
Frances Gray Atkinson	Harrell C. Gainey	Beverly and Barbara Rush
Ernestine Prince Bailey	Marion Gamble	Eleanor Ruthven (Creative Writing)
Nancy Barrineau	S. W. Garrett	Sarah Jo Safrit
Nan Richardson Rickenbacker Baskin	Thomas E. and Pearl S. Goodson (Music)	Willie Calcutt Saleeby
Cecilia Coker Bell	Eleanor Fogle Harrison	William and Elizabeth Shelly
Marjorie H. and Thomas C. Bethea	Barnell Hatch	Bob Simpson (Pee Dee Heritage)
James Clarence Bigby	Marvis Wiggins Henry	Alice and Virgil Smith
Kathryn Gibbons Blackmon	Rebecca Field Henslee	E. Jack Smith
Benji Newton Blanton	Charles Huntley	Marguerite Lawton Smith
Ann Matthews Bragdon	The Inabnit Family	Sparrow Scholar Program
Sloan H. Brittain (Music)	Erby and Sue Jackson	J. C. Spivey
Nickey Brumbaugh (Art)	Jacqueline Everington Jacobs	Harriet Britton Stackhouse '45
Berdie-Ella James Buffkin	Howard Lee Jones	Florence H. Steele
Frank Bush	Carleene Myers Jordan	Louis and Lillian Dillard Stephens
James and Naomi Caldwell	The Katy Did It Endowment	Gretchen Livingston Toole
Katherine Still Campbell	Charles R. and Mary P. Koewer	Howard Tucker
Gilbert and Faye Coan	Barbara Lindstedt	Joyce Johnston Jordan Utt
Coker College Class of 1953	Jean Ludlam '51	Eleanore Whittinghill Vaughan (Music)
Coker College Class of 1956	Anne Lamb Matthews	Vera King Watford
Billie Barclay '59	Lavaughn Robinson McCall (Music)	Pat West
Tuck Amis Coker	Maude McDermott	Zan West
James E. Copenhaver (Science)	Ruth Ludlam McLamb '46	Elizabeth Newell Whaley
Sara Cottingham (Music)	Jennie Smith McLeod	Willis Chiro-Med
Alma Stubbs Crowe	Ethel Laney Miller	Kenneth Wilmot (Music)
Darlington County School District (Teacher Education)	Ann Holloway Murchison '45	Ann Ludlam Winfield '44
Blanche S. Derrick	Mutual Savings and Loan	Joanne Moody Zobel
Barbara D. Dixon	Diana Cobb Nall (Social Work)	
Rion and Ann Dixon	Jane Parler Norwood	
Jesse Dubard	Chaty Hayes O'Neal '46	
James Dunlap	Lou Smith Otts (Art)	
Carolyn Thompson Edwards	Pepsi-Cola	
Nell Caldwell Ezell (Sciences)	Leona Davis Perry	
Farmer's Telephone	Edna Poyner	
E. F. and G. R. Floyd	Bill and Margaret Reaves	

ADULT DEGREE PROGRAM

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

FOR MORE INFORMATION

To learn more about financial assistance options and application procedures contact:

Director of Financial Aid - Coker College
300 East College Avenue | Hartsville, SC 29550
1-843-383-8055 | 1-800-950-1908 | Fax: 1-843-383-8150
email: financial_aid@coker.edu

Student Services



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

Coker College Student Covenant

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

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

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

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

ID Cards

Students are issued a Coker College identification (ID) card when enrolled. This card is the property of the College and is held by the student only while he or she is enrolled in good standing. Students must have their ID cards in their possession at all times and must present them to an official of the College when requested (this includes, but is not limited to, Campus Safety, Residence Life staff, Dining Services, and Cobra Den staff). ID cards may not be passed or loaned to someone else. ID violations will result in judicial action.

In addition to serving as the official identification of a Coker student, the Coker College ID also provides access to the residence halls, dining services, the library, intercollegiate athletic events, cultural events, and guest speakers on campus. Card readers, located on each external door of the residence halls, limit access to the residence and dining halls to only residential students and commuters on the declining balance meal plan with valid IDs. The Declining Balance Plan, or CobraCash, is a debit option that can be used for purchases in all on-campus dining facilities and at selected off-campus restaurants. See the Dining Services section for more information.

Replacement of Lost or Damaged ID Cards: Lost ID cards should be immediately reported to Student Services, on the 2nd floor of the Student Center (843-383-8035). There is a \$15.00 fee to replace lost or damaged IDs.

Campus Communication

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

Post Office

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

Bookstore

Textbooks, school supplies, Coker College clothing, souvenirs, greeting cards, candy, and an extensive selection of gift items may be purchased from the Coker College Bookstore, located in the Student Center. Cash, checks and credit cards (VISA, MasterCard, and American Express) are accepted.

New Student Orientation

All new students are expected to participate in the College's orientation program. The Coker orientation program is an introduction to the College, the services and programs offered, and the responsibilities and opportunities that await students. Parents and family members of day students are encouraged to attend the parent orientation sessions that are offered as a part of the fall orientation program. Through a series of programs, assessments, and activities offered during orientation, students and parents become familiar with the College, and learn important information about how to be successful both personally and academically at Coker College.

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

First Year Experience Program

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

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

Health Services

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

- have a Coker College Medical Profile completed and on file with the contracted Nurse prior to moving into the residence halls. Failure to file the form may result in denial of housing, fines or cancellation of registration.
- complete the Residential Insurance Information/Waiver Form from the Coker College Business Office.

All resident day students have access to the services of the contracted nurse. The College contracts with several local physicians for limited basic acute/sickness care to provide students with office visits provided the student has a referral from the Nurse. Students are responsible for all co-payments, deductibles, and any and all charges that are incurred.

For more information about the Medical Access Fee/Insurance Waiver Form/International student insurance coverage contact Student Services or Health Services.

Counseling Center

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

Career and Professional Development Office

The Career and Professional Development Office provides services related to career exploration and planning. We advocate a progressive approach to career planning that is built upon self-assessment, exploration, evaluation and action, which is detailed within Coker's Four-Year Career Development Plan.

AVAILABLE SERVICES:

- Sample resumes and cover letters
- Job and graduate school search tips
- Free Job Choices magazines and free graduate school guides
- Graduate school testing information

Job Postings: part-time, full-time and seasonal job information is e-mailed to students as needed or is available by logging in to CokerLink, Coker's career network. To use this service, please contact the Career and Professional Development Office at 843-383-8263 for the access code then visit <http://coker.myplan.com> to begin planning your future.

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.

Workshops: The Career and Professional Development Office offers workshops on various topics including resumes and cover letters, interviewing skills and much more. Workshop dates are announced via e-mail and in CokerLink.

Spring Career Fair: The Career and Professional Development Office teams up with SCICU to host Career Connections, an annual career fair and interview day in Columbia, S.C., that assists students in networking and finding employment. This event is typically held in February of each academic year. Contact the Career and Professional Development Office for more information.

Career Sessions: Schedule an appointment to meet with the Director of the Career and Professional Development Office for resume and cover letter critiques or mock interview sessions.

Residence Life

Coker College provides residential facilities for the housing needs of our full-time, traditional-aged, undergraduate Day students. Traditional-aged (23 and younger), full-time, undergraduate Day students are required to live in College-managed housing. Coker College reserves the right to deny a student residency if housing facilities are not available or the administration determines that conditions are not favorable for either the student or the College.

Students qualifying for residency who do not wish to live in College-managed housing may petition to be exempted from this policy. Students must meet the following qualifications to apply for residence exemption:

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

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

The Residence Life Staff consists of the Director of Residence Life, the Assistant Director of Residence Life, the Commissioners, and the Resident Assistants. The staff is trained to help students adjust to campus life and is responsible for enforcing policies. Detailed housing policies are contained in the Housing Contract and the Student Handbook.

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, at the WOW and Starbucks locations in the Cobra Café area of the Student Center, and at Simply To Go, found in the DeLoach Center. Full catering services are also available. Hours of operation are posted at each location at the beginning of each semester.

Meal Plans for Residential Students: All students living in College-managed housing, are required to purchase a meal plan. Students may choose either a 21-meal plan or a 14-meal plan. Residents of the Coker Downtown Lofts, 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, the Any 30 Meal Plan, or the Any 10 Meal 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.

CobraCash: Every student who purchases one of the residential meal plans also receives a preset amount each semester on his or her Coker College ID. Commuter students may also add CobraCash funds to their IDs if they choose to do so.

The ID card will work like a bank debit card at on-campus dining facilities and selected off-campus restaurants. Students can recharge their IDs with additional CobraCash in the Dining Services Office (located in Belk Hall), online at www.coker.edu/food or at the College Business Office.

Activities and Organizations

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

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

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

Recreational and Intramural Opportunities

Intramural sports are planned and coordinated by the Office of Campus Life. Traditional sports include flag football, volleyball, basketball, billiards, table tennis, and table games. The schedule varies each year depending on the interests of students. Additionally, the CobraFIT program provides information and activities focused on personal health and wellness.

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

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

Intercollegiate Athletics

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

Coker fields nineteen intercollegiate teams, as well as competitive dance and cheerleading squads. The men's program includes baseball, basketball, cross country, golf, lacrosse, soccer, tennis, track & field, volleyball and wrestling, while the women's program includes basketball, cross country, golf, lacrosse, soccer, softball, tennis, track & field, and volleyball. The teams are named after the Coker mascot, the Cobra. The official colors are navy blue and gold.

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

Alumni Association

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

Academic Policies



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

STUDENT RESPONSIBILITIES

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

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

DECLARATION OF MAJOR, MINOR OR SPECIALIZATION

All juniors and seniors should have a declaration of major on file in the Office of Academic Records. It is a Veteran's Administration requirement that students receiving VA benefits must declare their academic major during their first year of enrollment at Coker College.

A student may declare a major any time after the beginning of his or her term in residence. Declaration of Major forms are available through the Office of Academic Records and must be approved by an advisor in the student's major area. A student may declare an optional minor or specialization program on the Declaration of Major form by obtaining the approval of an advisor from the appropriate department(s).

INDIVIDUALIZED MAJOR

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

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

CREDIT FROM EXTERNAL SOURCES

CREDIT BY EXAMINATION

Students should consult with the Office of Academic Records about receiving college credit for examinations of the Advanced Placement Program (score of 3 or better required for credit) 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; subsidiary level courses are not considered for credit.

Where appropriate to the student's program, credit is granted for military service school courses according to the Guidelines of the American Council on Education.

TRANSFER CREDIT FOR CONTINUING STUDENTS

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

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

Upon completion of his or her course work 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.

ADVISING AND REGISTRATION

ACADEMIC ADVISING

The advisor-student relationship is a central element of a Coker College education. Each student has a faculty advisor who assists in planning the student's academic program, monitors the student's academic progress, and meets with the student prior to preregistration to assist in selecting courses.

New transfer students will be assigned a departmental advisor prior to their first semester. Academic advisors in the student's major area will help the student progress toward his or her professional goals. Students who declare an additional major, minor or specialization will also have a secondary advisor in that discipline. For Adult Degree Program students, Site Coordinators at each site are also available to facilitate the advising process.

REGISTRATION

The Office of Academic Records normally publishes course schedules and registration schedules no later than November and March prior to each academic term or semester. At that time, students should schedule appointments with their advisors to select courses for preregistration.

Preregistration opens approximately one week after Fall Break and one week after Spring Break. During the first week, preregistration is prioritized by class level with seniors having first opportunity to preregister, then juniors, next sophomores, and finishing with freshmen.

Registrations are not confirmed until all fees are paid or their payment is satisfactorily arranged with the Business Office. Preregistrations for students whose financial arrangements are not complete may be cancelled.

COURSE LOAD

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

Students who wish to take more than 18 semester hours in a given semester must receive permission from the Provost. Evening students must have permission from the Provost for their combined terms I and II course load, or combined terms III and IV course load, to exceed 18 hours.

ONLINE COURSES

Certain courses and programs are offered in an online format using Blackboard, the College's

learning management system. Undergraduates should be in good academic standing or have special permission in order to enroll in Coker's online courses. Policies pertaining to academic overloads will include online courses. A Coker online course is expected to require comparable work and achievement of comparable learning outcomes to a traditional counterpart.

JANUARY AND MAY TERMS

Coker College offers courses in May and June (Summer Day Terms I and II), as well as a separate summer session of evening classes. The Summer Day I session typically spans three weeks, while Summer Day II classes are normally four weeks in duration. Evening summer courses are normally eight weeks in duration.

Coker College also offers a compressed January term in which students may take one course or participate in a travel or experiential learning course.

Travel courses offered in January and May are announced no later than the preceding semester in order to provide time to make necessary arrangement. Student enrolled in other colleges and universities may enroll in summer classes at Coker provided they show proof of being in good academic standing at their home institutions.

AUDIT

Persons wishing to audit a course must receive special admission to the College, permission from the instructor to audit the course, and pay a fee of \$50.00 per credit hour. This is accomplished by applying for special admission in the Admissions Office, completing the appropriate form in the Office of Academic Records, and paying the fee in the Business Office. No college credit is awarded for audited courses. Once completed, an audited course cannot be retroactively applied to degree credit. An application for admission must be submitted for each semester of intended enrollment.

CLASS ATTENDANCE

The instructor determines attendance requirements for each class. Students will be informed of the attendance policy via the syllabus distributed by the instructor at the beginning of each course. Students who anticipate conflicts between an attendance policy and scheduled College-sponsored absences should discuss this conflict with the course instructor at the beginning of the term.

Students attending college on veteran's benefits are expected to maintain regular attendance. Faculty members may notify academic advisors of students who have excessive absences.

GRADING SYSTEM

Students may 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.

Grade Values (per semester hour)		
A	Excellent	4 points
B	Above average	3 points
C	Average	2 points
D	Below average	1 point
F	Failure	0 points (<i>hours attempted used in GPA calculation</i>)
CP	Credit Pending	0 points (<i>hours attempted not used in GPA calculation</i>)
I	Incomplete	0 points (<i>hours attempted not used in GPA calculation</i>)
S	Satisfactory	0 points (<i>hours earned, hours attempted not used in GPA calculation</i>)
NC	No Credit	0 points (<i>hours attempted not used in GPA calculation</i>)
R	Repeated	0 points (<i>course repeated at later date, passing grade replaces F</i>)
W	Withdrawn	0 points (<i>hours attempted not used in GPA calculation</i>)
AF	Academic Fresh Start	0 points (<i>hours attempted not used in GPA calculation</i>)

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, 430, 440, 470 and PE470.

A student requesting the S/NC option must obtain the consent of his or her faculty advisor. The S/NC option may not be exercised for courses within the discipline of a student's declared major, minor or specialization, nor for any course required within the student's major, minor or specialization. In extraordinary circumstances, a faculty advisor may petition 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 Adult Degree Program, the I recorded in Term I or II must be removed by the end of Term IV in the following spring semester; the I recorded in Term III, IV or V must be removed by the end of Term II during the following fall semester.

Information regarding grades and grade point averages is available through WebAdvisor. The

Office of Academic Records will not release such information by telephone or e-mail. Inquiries must be made in person or in writing.

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. The authority and responsibility of the instructor in the grading process is questioned only very rarely and under the most unusual circumstances. If a student nevertheless believes a grade appeal is appropriate, the procedures described in the Coker College Student Handbook must be followed. The Student Handbook is available online. The procedures for appealing a grade are also available online from the Office of the Provost.

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. All grades whether repeated or not remain on the Coker transcript with repeated courses duly noted.

If a student is repeating a Coker College course with the anticipation of removing an F grade, the repeat must be taken at Coker College; it may not be by correspondence, proficiency, special examination, or by study at another institution.

SEMESTER GRADES

Semester grades are published electronically on WebAdvisor at the end of every semester or term of enrollment. Students with Business Office or other holds on their records will not receive grades until the holds have been cleared. Grades will be made available to faculty advisors.

OFFICIAL TRANSCRIPTS OF COKER WORK

Official transcripts of academic work at Coker College may be requested through our transcript service, iwantmytranscript.com. Transcripts will not be issued when the Business Office records show indebtedness to the College.

Coker will not release copies of high school or non-Coker College transcripts. Requests for these documents must be made directly to the credit-granting institution.

PROGRAM EVALUATIONS (DEGREE AUDITS)

Program evaluations, also known as degree audits, are electronic check lists that outline a student's degree requirements and how his or her courses can be applied to those requirements. Program evaluations are viewable and printable from WebAdvisor for all students. Initially, a student's program evaluation may show only the Liberal Arts Studies Program requirements. Once officially declared, the requirements for the student's chosen majors, minors, and/or specializations are also available. While program evaluations contain information similar to a transcript, such as grades and hours earned, they are not an official record and should be used

only as a planning guide. Students should pay close attention to informational notes on the program evaluation, as well as to the course checklist. Information regarding how to read a program evaluation is also available online.

RETENTION OF RECORDS

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

CLASS LEVEL AND CONTINUATION REQUIREMENTS

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

	Having Completed
Freshman	0-27 semester hours
Sophomore	28-57 semester hours
Junior	58-89 semester hours
Senior	90- semester hours

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

Student academic records are reviewed at the conclusion of each fall (evening terms I and II) and spring (evening terms III and IV) semester, and at the time of a student’s graduation. Any full- or part-time student who has attempted 24 or more cumulative semester hours at Coker will be subject to the following regulations:

ACADEMIC PROBATION

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

ACADEMIC SUSPENSION

A student with at least 24 semester hours attempted at Coker will be suspended for one semester (Day program) or two consecutive evening terms (Adult Degree Program student) if his or her cumulative grade point average falls below 1.750.

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

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

WITHDRAWAL PROCEDURES

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 or record through WebAdvisor. Approval of the instructor and the Provost is required for a student to enroll in a course after the drop/add period.

COURSE WITHDRAWAL

Students may withdraw from a course by completing a drop/add form which is available in the Office of Academic Records or online. The course will not appear on the permanent record if it is dropped during the drop/add period (by the end of the first week of the semester for day classes; by the end of the second class night in the Adult Degree Program term).

A W will be recorded for any course which is officially dropped during the withdrawal period (by the end of the tenth week of the semester for day classes; by the end of the tenth class night in the Adult Degree Program term). Courses dropped during the withdrawal period will appear on the student's permanent record, but will not be included when determining the student's grade point average.

Withdrawal during the remainder of the semester 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. However, if 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.

Requests for withdrawal without academic penalty 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 a late 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.

Failure to withdraw officially from a course will result in a final grade of F.

Students who have chosen the S/NC grading system must follow the same procedure for withdrawal.

LEAVE OF ABSENCE

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

CHANGE OF TYPE AND/OR LOCATION

Evening students can apply to change the site they attend or to change their student type to Day student by completing the Permanent Change of Student Type and/or Location application form available from the Office of Academic Records.

Day students who wish to change their type to Evening may also do so by completing the Permanent Change of Student Type and/or Location application form. Prior to submitting the application, Day students should consult the “Admissions” section of the catalog to verify they meet the requirements for enrollment in the Adult Degree Program.

Students may change their type or location only once in each academic year. Any change of type and/or location may affect tuition and fee charges. Students are strongly encouraged to discuss their plans with the Business and Financial Aid Offices before making a change.

WITHDRAWAL FROM THE COLLEGE

Withdrawing from the College (i.e., ceasing to be enrolled in any class) can have serious academic and financial consequences if not handled properly. A student should never simply stop attending class with no official notice to the College. When a student is considering withdrawal or transfer to another institution, the matter should be discussed with the student’s advisor, another faculty member, and/or a member of the College staff. Once the student makes a decision to withdraw, he or she should obtain a withdrawal form from the Office of Academic Records. 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 written letter to the Provost and Dean of the Faculty outlining the extenuating circumstances under which he or she makes this request.

MANDATORY ADMINISTRATIVE WITHDRAWAL

Occasionally a student is disruptive to the community or educational process of the College. This may occur if the student is deemed to be a danger to himself or herself, other College community members or College property, and/or if there is a reasonable doubt whether the student can benefit from the educational programs at the College. In such cases, the Dean of Students, or designee, may impose an administrative withdrawal from the College. A student withdrawn under this procedure may not be re-enrolled in the College without the approval of the Dean of Students, or designee. Prior to approval for re-admittance, the Dean of Students, or designee, may outline certain requirements to be completed by the student.

Administrative withdrawal will become effective immediately and without prior notice when College officials or the Administrative Response Team feel that the continued presence of the student on campus will pose a threat to him- or herself, to others, or to the stability or continuance of normal College functions. Specific behaviors which may constitute grounds for administrative withdrawal include, but are not limited to, suicide gestures or attempts; infliction of bodily harm, alcohol poisoning; drug overdose/abuse; refusal of medical transport; criminal charges; and concerns expressed by community members regarding extreme behavior.

If a currently enrolled student is charged with a crime that would also be a violation of College regulations, the student may be administratively withdrawn until the case has been resolved by the court system. Upon final resolution of the charges, the submission of an application for readmission and presentation of the final evidence of the court's ruling, the Administrative Review Team will review all information. The Administrative Review Team reserves the right to accept or deny the application for readmission.

READMISSION

A student who withdrew from the College, who stopped attending without requesting an official leave of absence, or who has completed a period of suspension must apply for readmission by contacting the Admissions Office. Readmission is not automatic, as the College will review all educational, judicial, and financial records of the student. If readmission is granted, the student will be subject to the requirements of the Academic Catalog in effect at the time of readmission. A student who returns before the expiration of an official leave of absence will return under his or her original catalog.

ACADEMIC FRESH START FOR UNDERGRADUATE STUDENTS

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

During the readmission process, the student must indicate his or her intent to seek an Academic Fresh Start. At that time, the student will be expected to sign a contract indicating an understanding of the policy and procedure. A student who is seeking an Academic Fresh Start will be required to complete the academic requirements of the catalog in effect at the time of readmission.

In order to be granted an Academic Fresh Start, the student must demonstrate satisfactory academic progress during his or her current enrollment at Coker College by achieving a current grade point average of at least 2.500 in his or her first 24 earned semester hours. If this standard is met, the Academic Standards Committee will award grade point forgiveness.

All previous course work will remain on the student's transcript with proper notation of forgiven course work.

ACADEMIC HONORS FOR UNDERGRADUATE STUDENTS

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 or better grade point average each semester.

DEAN'S COMMENDATION

Any student who has a 3.3 cumulative grade point average upon the completion of 75 semester hours at Coker College may apply to sit for Dean's Commendation by submitting a Dean's project proposal to the Academic Standard Committee. Project proposals from students who do not meet these criteria may be considered at the discretion of the Academic Standards Committee.

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

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

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

GRADUATION WITH LATIN HONORS

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

COLLEGE HONORS

The graduate who has spent four years at Coker with the highest overall record of scholarship is designated the First Honor Graduate. The five graduates with the highest junior and senior year records at Coker are recognized as the Alumni Association Top Five and are awarded the Alumni Association Cup. A record of these honors is maintained on plaques in the Alumni-Development Office.



Academic Support Services



At Coker College, we believe in the potential of our students. We expect them to arrive ready to face the rigors of pursuing a college education. We also recognize that students are entering a new phase of their academic quest – one that may be significantly more challenging than they anticipate. For this reason, Coker College, under the direction of the Office of the Provost and Dean of the Faculty, offers a wide variety of programs designed to assist students successfully transition to college learning and to enrich the breadth of their educational and cultural experiences.

ACADEMIC TECHNOLOGY

The Department of Information Technology is committed to providing leadership for the Coker College campus to design, plan, implement, expand, and support computing facilities and technical services. We strive to provide solutions that meet the needs of the Coker College community, and are committed to providing the best user support possible. We are committed to seeing that technology is available to every student by:

- Protecting student computers from outside threats
- Providing setup, maintenance, and instruction for classroom equipment and College-operated computer labs
- Maintaining wireless services where provided
- Providing e-mail accounts with anti-spam protection
- Providing online communication with faculty and staff
- Ensuring adequate bandwidth for educational duties

CENTER FOR ENGAGED LEARNING

At Coker, it is our belief that students should be active participants in their own education. Therefore, the Center for Engaged Learning (CEL) includes internship and study away (domestic and abroad) programs that focus on enhancing the learning of each student by guaranteeing them the opportunity to participate in experiential programs. Coker is also committed to community service/service learning. Students are made aware of and exposed to the benefits of volunteerism throughout their college career. It is through these real world experiences and practical application that Coker College students are prepared to become engaged citizens in their communities and the world at large.

INTERNSHIP PROGRAM

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

Education majors begin field service internships in area schools, supervised by the School of Education, during the freshman year, continuing until the semester of student teaching. Social Work internships are coordinated through the Social Work Field Director.

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

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

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

INTERNATIONAL PROGRAMS

International programs are administered by the Center for Engaged Learning. They 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 major, minor, or Liberal Arts Studies Program requirement courses in a foreign country with Coker College or in cooperation with an approved educational institution or program. Students who have already completed their Cultural Diversity and/or Study Away requirements may also elect to participate in additional study abroad experiences. Coker College is affiliated with the American Institute for Foreign Study, the Central College Abroad Program, CISabroad, GlobaLinks (formerly Australearn), IFSA-Butler, and International Studies Abroad.

Students may elect to study through these programs or those of any approved institution. In addition, students may apply for the Susan Coker Watson Scholarship for Study Abroad in European Countries. Information about additional scholarship opportunities is also available in the Center. The Center for Engaged Learning provides assistance with program arrangements and guidelines for participants.

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 Dean of the Faculty. 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 programs such as the Disney College Program or the Washington Center for Internships & Academic Seminars, etc. All non-Coker programs must receive prior approval for participation.

JANUARY AND MAY TERMS

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

COMMUNITY SERVICE

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

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

The Center of Engaged Learning also works with the Sparrow Scholars Program Committee to promote the scholarship and to track the recipients' progress.

CHARLES W. & JOAN S. COKER LIBRARY–INFORMATION TECHNOLOGY CENTER

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 600 reference books. Books and articles not owned by the library may be requested from other libraries.

Computers within the library allow students to not only search the library catalog, library databases, and the open internet, but also to access applications such as Microsoft Office and course-related software. Wi-Fi is available throughout the building. Group study rooms, small conference rooms, study carrels, and study tables are located throughout both floors, with seating for more than 240 users. The library is generally opened over 92 hours a week.



For more information regarding services, policies, and hours of operation, visit the Charles W. & Joan S. Coker Library web site at <http://www.coker.edu/library/>.

ELIZABETH BOATWRIGHT COKER PERFORMING ARTS CENTER

The life of a campus is a reflection of the environment created for learning and creativity.

The Elizabeth Boatwright Coker Performing Arts Center (EBCPAC) is a facility that offers opportunities for the enrichment of campus life and the student experience. Primarily, the EBCPAC supports the educational functions and activities of the Department of Dance, Music and Theater and is an excellent place for students to work and to learn valuable skills in all areas of artistic production and patron services by offering a diverse season of professional works, departmental productions and College events.

LEARNING SUPPORT SERVICES

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

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

The Learning Support Services Office is located in LITC 221. The Office is open until 6:00pm Monday through Thursday to accommodate the needs of evening students.

OFFICE OF ACADEMIC RECORDS

The Office of Academic Records, in cooperation with and under the direction of the Provost, is responsible for maintaining the official academic records for Coker College students. In addition to maintaining student records, the Office of Academic Records also provides direct support to students, faculty, and staff through the following services: academic policy implementation and monitoring; class scheduling and schedule publication; student registration and academic program (major) 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.

TUTORING SERVICES

Using a combination of peer and contracted tutors, Coker offers drop-in tutoring for a variety of subjects within the core curriculum. Tutoring is free of charge for Coker students and there are no restrictions on how often students may use these services. Tutoring hours are distributed via e-mail and are posted on campus each semester. With the exception of Adult Degree Program math tutoring, all tutoring takes place in LITC228.

MATH TUTORING

Drop-in peer tutoring is available for all math courses meeting the LASP mathematics requirement: MAT203–Elementary Statistics, MAT210–College Algebra and Trigonometry, and MAT222–Calculus I. Additionally, students may receive help with the prerequisite courses MAT100–Basic Algebra and MAT101–Intermediate Algebra.

More structured math tutoring is available for students in the Adult Degree Program. A contracted tutor provides once-weekly sessions that correspond with the courses being offered on the Hartsville campus. Typically, in any given term this will include two of the following: MAT100, MAT101 or MAT203. The schedule and location for Adult Degree Program math tutoring is announced at the beginning of each class.

LANGUAGE TUTORING

Peer tutoring is available for the LASP-eligible SPA102–Elementary Spanish II and SPA1012–Intensive Elementary Spanish as well as its prerequisite, SPA101–Elementary Spanish I. Additionally, a contracted tutor is available for tutoring in CHI1012–Intensive Elementary Chinese.

THE WRITER'S STUDIO

The Writer's Studio is a valuable resource that helps Coker's writers develop and improve their writing at all levels of experience. The Writer's Studio provides a rich, collegial environment where students collaborate and share their expertise and perspective to strengthen and focus the written communication of ideas. The Writer's Studio prides itself on helping Coker students of ALL writing abilities. Beginning writers find experts who can help organize and present ideas, while more experienced writers find critical feedback that is an indispensable part of strong writing.

The Writer's Studio consultants can help students brainstorm ideas; discuss and understand assignments; take notes to organize and write a first draft; improve the focus, organization, and clarity of their ideas; and develop and better articulate their ideas.

The Director of the Writer's Studio selects, trains and supervises a staff of knowledgeable and accomplished peer writing consultants who provide individual conferences on a drop-in basis. They act as a resource to help each student expand and develop his or her repertoire of effective writing strategies, no matter the student's level of writing experience.

The Writer's Studio is located on the second floor of the Charles W. and Joan S. Coker Library-Information Technology Center. For more information, you may call the Writer's Studio at 843-383-8187 or Dr. Jasna Shannon, the Director of the Writer's Studio, by phone at 843-383-8116 or by email at jshannon@coker.edu.

Students in the Adult Degree Program can access Writer's Studio services online through WC Online. Online help is by appointment only. Please contact the Writer's Studio tutors or the Director for information and appointments.

ADDITIONAL SUBJECTS

Tutoring for other subjects varies, depending on the availability of tutors. Recent examples include chemistry and accounting. When organized tutoring is not available in a particular subject, students needing help are encouraged to speak with their instructors or Robin Richardson, the Director of Learning Support Services (rrichardson@coker.edu, 843-383-8021). Through these avenues it may be possible to identify study partners or other resources.

Undergraduate Degree Requirements



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

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

Additionally, students seeking the Bachelor of Arts, Bachelor of Fine Arts, or Bachelor of Music Education degree must complete the requirements of the Trans4mations program. Each of these components is described in more detail on the following pages.

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

To be awarded an undergraduate degree from Coker College, a student must earn a minimum of 120 semester hours of credit with a 2.000 grade point average in all courses taken under the ABCDF grading system. At least 25% of the total degree hours must be taken at Coker College. Each student must earn a minimum of 30 semester hours in upper level courses numbered 300 or above. The final 30 semester hours must be taken in residence at Coker College. Residency requirements for military students under a current SOCAD agreement are those designated by the Servicemembers Opportunity Colleges agreements.

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 only to students who have completed all requirements for the baccalaureate degree.

Diagnostic examinations are given to determine level of placement in English, foreign languages, and mathematics. A placement examination for English composition is mandatory for all students, including transfer students. The mathematics placement examination is also required of new students. Students who receive course equivalent transfer credit are not required to take the mathematics placement exam and may begin at the next higher mathematics course.

TRANS4MATIONS PROGRAM

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

TRANS4MATIONS REQUIREMENTS ARE:

Freshman Year: Students designated as first semester freshmen take two, one-credit First Year

Experience (FYE) courses. The first course, Coker College 101, provides an introduction to the social and academic environments in college and assists students in the successful transition from high school to college. There are two options for completing the second course. For students who have not yet selected a major, Coker College 102 helps students engage in career and major exploration while emphasizing the value of Coker's Liberal Arts approach. When available, students who have selected their major may substitute a departmental freshman seminar specific to their intended major for CC 102. Each academic area will design experiences relevant to that area. Students transferring to Coker from another college may be eligible to exempt one or both of the FYE courses. Please contact a member of the Trans4mations staff for more information regarding possible exemptions.

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

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

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

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

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

Junior Year: Students Study Away. Study Away is designed to take students from the Coker campus and immerse them in a different cultural setting. This may involve study abroad or study in places in the U.S. that provide a contrast to the student's usual surroundings. The purpose of Study Away is to help students develop confidence in their ability to adapt to different environments and to develop the skills to interact with people who are different from themselves.

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

LIBERAL ARTS STUDIES PROGRAM REQUIREMENTS

Coker College is a place where the liberal arts are taken seriously.

For us liberal arts education is essentially practical in nature. By teaching students how to learn, we are providing not just job skills, but life skills. This is especially important in an economic climate where individuals are likely to change careers several times over a lifetime.

Although the basic liberal arts skills are invariant, the way they are taught is not. Coker's liberal arts approach is prospective rather than retrospective. It is designed to serve the needs of students who are moving into the next century rather than the habits of those trained by the methods of the past one.

To be successful, an individual must be flexible, adaptable and confident in his or her ability to learn. To be successful, a college must help its students to lead productive and rewarding lives. Liberal arts education, done properly, instills these abilities and produces these results. Our product is education, not diplomas.

Coker College offers academic and career-oriented major programs that are liberal arts centered. The Liberal Arts Studies Program fulfills Coker College's mission by laying a foundation for lifelong inquiry and learning. The liberal arts requirements help each student to

think analytically, think and act creatively, communicate clearly in spoken and written language, use technology effectively in research and in spoken and written communication, know the cultural and intellectual histories in the wider world, understand science, including its contributions to culture and its applications to solve contemporary problems, develop self-knowledge and lifetime skills through experiential learning.

The Liberal Arts Studies Program is organized into Core Skills, the essential skill areas that comprise the core of a Coker student's educational experience, and Expansive Knowledge areas that reflect the breadth of the liberal arts, allowing students to pursue individual interests within the liberal arts framework. The distribution of courses and a listing of courses that meet the Liberal Arts Studies Program requirements are given below:

Distribution of LASP Credits by Degree

	BACHELOR OF ARTS	BACHELOR OF FINE ARTS	BACHELOR OF MUSIC EDUCATION	BACHELOR OF SCIENCE	BACHELOR OF SOCIAL WORK
CORE SKILLS					
COM 101	3	3	3	3	3
ENG 100	3	3	3	3	3
ENG 101	3	3	3	3	3
ENG 102	3	3		3	3
MAT 101				3	
MAT / CS	3	3	3	3	3
Non-Native Language (102 level or above) <i>(placement exemption available)</i>	3	3			3
PE	3	3	3	3	3
ARTS	6	6	3	3	6
BEHAVIORAL SCIENCE	6	6	6	3	6
CULTURAL DIVERSITY	3	3	3	6	3
HUMANITIES	6	6	6	3	6
NATURAL SCIENCES					
Biological	3	3	3	3	3
Physical	3	3	3	3	3
Laboratory	1	1	1	1	1
PRACTICAL APPLICATIONS				3	
UNITED STATES	3	3	3	3	3
TOTAL	52	52	43	49	52



Courses Meeting the Liberal Arts Studies Program Requirements

CORE SKILLS

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 well being.

PUBLIC SPEAKING	
COM 101	Speech Communication Skills
COMPOSITION	
ENG 100	Introduction to Composition
ENG 101	Composition and Rhetoric I
ENG 102	Composition and Rhetoric II
MATH (BACHELOR OF SCIENCE DEGREE ONLY)	
MAT 101	Intermediate Algebra
MATH/COMPUTER SCIENCE (TAKE ONE COURSE)	
CS 110	Computer Science I
MAT 203	Introduction to Statistics
MAT 210	College Algebra and Trigonometry
MAT 220	History of Mathematics
MAT 222	Calculus I
NON-NATIVE LANGUAGE (TAKE ONE COURSE)	
CHI 102	Elementary Chinese II
CHI 1012	Intensive Elementary Chinese
FRE 102	Elementary French II
FRE 1012	Intensive Elementary French

SPA 102	Elementary Spanish II
SPA 1012	Intensive Elementary Spanish
PHYSICAL EDUCATION (TAKE ONE COURSE)	
PE 120	Lifetime Fitness
PE 215	Personal and Community Health

KNOWLEDGE OF THE ARTS

The courses fulfilling this requirement promote appreciation of the creative process and its contribution to the life of the individual and to society, and an understanding of cultural heritage as expressed through artistic achievements. When six semester hours are required, course selections must represent different disciplines.

ART 101	Two-Dimensional Design
ART 102	Three-Dimensional Design
ART 180	Understanding Art
ART 280	Art History Survey I
ART 281	Art History Survey II
COM/ENG 289	Film Criticism
DNC 103	Dance Appreciation
DNC 240	Dance History
MUS 230	Introduction to Western Classical Music
THE 100	History of the Theater I
THE 101	History of the Theater II
THE 150	Introduction to Theater Production
THE 156	Acting I

KNOWLEDGE OF THE BEHAVIORAL SCIENCES

The courses fulfilling this requirement foster understanding of behavioral and social forces that shape contemporary individuals and societies. When six semester hours are required, course selections must represent different disciplines.

BA 222	Macroeconomics
POL 101	Introduction to Political Science
PSY 101	General Psychology
PSY 105	Psychology in Film
PSY/EDU 200	Human Development: Conception to Puberty
PSY/EDU 201	Human Development: Puberty to Death
SOC 101	Introduction to Sociology
SOC 103	Anthropology
SOC/CRIM 200	Introduction to Criminology

KNOWLEDGE OF CULTURAL DIVERSITY

The courses fulfilling this requirement expose students to the diversity of cultures, societies and languages that exist in the wider world and within our own country. Study abroad and study away experiences might fulfill a portion of the required credits.

CHI 135	The Culture of China
COM 384	World Cinema
ENG 201	World Literature I
ENG 202	World Literature II
ENG 347	Postcolonial Literature
ES/GEO/GPY 361	Earth Science and Human Environment
GPY 201	World Regional Geography
GPY/AAS/HIS 323	African Geography, Prehistory and History
HIS 255	Middle East: Mohammed to the Present
HIS/SOC/POL 360	Latin America
HIS 421	Making of the Contemporary World
MUS 235	Introduction to World Music
POL 225	International Politics
REL 205	Religions of the World: Eastern Polytheisms
SOC 312	Modernization and Social Change
SOC 365	History and Peoples of Mesoamerica
SPA 260	Spanish and Latin-American Literature in Translation
SPA 321	Latin America: Culture and Civilization
SPA 340	Latin American Literature

KNOWLEDGE OF THE HUMANITIES

The courses fulfilling this requirement explore how the humanistic disciplines contribute to the historical and contemporary development of individual and cultural identities. When six semester hours are required, course selections must represent different disciplines.

ENG 221	British Literature I
ENG 222	British Literature II
ENG 241	Modern Fiction
ENG 245	Modern Poetry
ENG 251	Children's Literature
ENG 326	Studies in the British Novel
ENG/THE 343	Modern Drama
ENG 346	Women in Literature
HIS 210	Western Civilization I
HIS 211	Western Civilization II
PHI 205	Survey of Western Philosophy
REL 204	Religions of the World: Western Monotheisms
THE 201	Dramatic Literature of the Western World

KNOWLEDGE OF THE NATURAL SCIENCES

The courses fulfilling this requirement apply the methods of scientific inquiry and quantitative analysis to the acquisition of knowledge and foster an appreciation of the major contributions of the sciences to the western cultural heritage and to the solution of contemporary problems.

BIOLOGICAL SCIENCES (3 S.H.)	
BIO 101/101L	Principles of Biology / Lab
BIO 102/102L	Biology of Whole Organisms / Lab
BIO 110/110L	Core Principles of Cell and Molecular Biology / Lab
PHYSICAL SCIENCES (3 S.H.)	
CHE 101/101L	General Chemistry / Lab
GEO 101/101L	Historical Geology / Lab
GEO 102/102L	Environmental Physical Geology / Lab
PHY 101/101L	Physical Science / Lab
PHY 201/201L	General Physics I / Lab
PHY 203/203L	Calculus Physics I / Lab
LABORATORY SCIENCE (1 S.H.) - ONE LAB FROM THE COURSES ABOVE	

KNOWLEDGE OF PRACTICAL APPLICATIONS

The courses fulfilling this requirement allow students to gain transferable skills and knowledge. These courses will reinforce the core skills of effective writing, effective speaking, analytical thinking, and creative thinking; will help strengthen the proficiencies required for a discipline or profession; or will encourage responsible lifestyle choices. (This requirement applies only to the BS degree.)

BA 200	Business Applications Software
CS 125	Computer Applications
ENG 371	Writing for the Workplace

KNOWLEDGE OF THE UNITED STATES

The courses fulfilling this requirement explore historical and contemporary foundations of U.S. culture.

ENG 231	American Literature I
ENG 232	American Literature II
ENG 331	American Renaissance and Beyond
ENG 335	African-American Literature
ENG 336	Studies in the American Novel
HIS 201	United States from Discovery to 1865
HIS 202	United States since 1865
POL 201	American Government and Politics
SOC 102	American Social Problems
SPA 245	U.S. Latinos: Culture and Civilization

Any course designated as a LASP course may be counted toward the Liberal Art Studies Program requirements or, at the discretion of the department, toward the major in that department, but it may not be counted for both purposes.

Cultural Diversity Credit for Study Abroad / Study Away Course Work

Students receiving academic credit for a special topics course completed during a Coker-led study abroad or study away experience and who cannot use this credit to fulfill another LASP, major, minor, or specialization requirement may apply the credit to the Cultural Diversity requirement, providing the course was pre-approved for Cultural Diversity credit.

Student receiving academic credit for a regularly-offered catalog course that does not ordinarily meet the Cultural Diversity requirement, completed during a Coker-led study abroad or study away experience, may apply the credit to the Cultural Diversity requirement, providing the course was pre-approved for Cultural Diversity credit.

Students wishing to receive Cultural Diversity credit for course work completed through an external agency or another collegiate institution during a study abroad or study away experience must submit a Transfer Credit for Continuing Students form to the Office of Academic Records for approval by the Curriculum Committee and the Provost.

Cultural Diversity Exemption

Students may exempt, without credit, up to three semester hours of the Cultural Diversity requirement by one of the following methods:

- Completion of an approved 6-week or longer study abroad experience;
- Completion of an approved 6-week or longer study away experience;
- Military service in another country for a period of six months or longer; or
- Completion of a high school student exchange program.

Other exemptions will be considered individually by the Curriculum Committee. Final approval for these exemptions must be granted by the Provost.

ACADEMIC MAJOR REQUIREMENTS

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

A major is comprised of a minimum of 30 semester hours within a single program area and may include additional hours in other areas. All majors are approved by the Coker College Faculty Senate. Please consult the Course Offerings section for specific requirements for each major. A minimum number of semester hours for the major must be taken at Coker. As a requirement

for graduation, a student must have earned a minimum 2.0 grade point average on all courses within the major unless otherwise noted in the description of the specific major.

Courses which satisfy the primary major requirements may not be applied toward the Liberal Arts Studies Program requirements. Requirements for a second major may be filled in part by courses taken to meet LASP requirements. A course may not be applied toward the requirements of more than one major. Available majors are listed in the Academic Programs section.

FREE ELECTIVES

Students who need additional hours to meet the minimum semester hours required for graduation may elect to complete the specific requirements to earn additional majors, minors and/or specializations, or may choose courses of personal interest. When considering whether or not to pursue program additions, students are encouraged to consider what disciplines might best complement their primary major and what areas they find interesting.

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

SPECIALIZATION

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

Course Offerings



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

African American Studies	Jennifer Heusel
Art	Jean Grosser
Biology	M. Valeria Avanzato
Business Administration	Melinda Norris
Business Management	Karen Hamilton
Chemistry	Gordon Brown
Chinese	Ye Li
Communication	Richard Puffer
Computer Science	Ze Zhang
Criminology	Michael Siegfried
Dance	Angela Gallo
Education	
Art	Jean Grosser
Biology	Joseph Flaherty
Chemistry	Gordon Brown
Early Childhood	Darlene Maxwell
Elementary	Karen Carpenter
English	Margaret Godbey
Mathematics	Rachel Manspeaker
Music	William Carswell
Physical Education	Suzanne Parker
Social Studies	John E. Williams
English	Julia Klimek
Environmental Studies	Jennifer Borgo
Forensic Studies	Trina Rose
Graduate Programs	
College Athletic Administration	Karen Hamilton
Literacy Studies	Susan Henderson
History	Kevin Kenyon
Honors Program	Jennifer Borgo
International Studies	Tracy Parkinson
Latin American Studies	John M. Williams, III
Mathematics	Paul Dostert
Medical Technology	Paula Bailey
Museum Studies	Kevin Kenyon
Music	Graham Wood
Musical Theater	Graham Wood
Physical Education	Suzanne Parker
Political Science	John Anthony Floyd
Pre-Law	John Anthony Floyd

Psychology	Jill Banks
Social Work	Shirley McClerklin-Motley
Sociology	Michael Siegfried
Spanish	John M. Williams, III
Theater	Phyllis Fields
Vocal Studies	Serena Hill-LaRoche

The section also includes descriptions for the courses taught within each discipline. Each course description includes the number of semester hours of credit awarded for the course. One semester hour of credit equals one hour of classroom instruction or two or more hours of studio/ laboratory instruction.

The number of each course is a general indication of its level and the student group for which it is intended. Lower level (100 and 200 level) courses are typically meant for freshmen and sophomores; upper level (300 and 400 level) courses are more challenging and are designed for juniors and seniors.

Course prerequisites follow each course description. These criteria should be met before enrolling in a course. Students who have not met the stated prerequisites for a particular course must obtain permission from the instructor in order to enroll in the course. Courses that are cross referenced (example: EDU 200 and PSY 200) are interchangeable toward meeting degree requirements.

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

The titles of courses that may be used to satisfy the Liberal Arts Studies Program requirements are followed by one of the designators below:

(LA-CORE)	Core Skills
(LA-ART)	Knowledge of the Arts
(LA-BEH)	Knowledge of the Behavioral Sciences
(LA-CDV)	Knowledge of Cultural Diversity
(LA-HUM)	Knowledge of the Humanities
(LA-SCI)	Knowledge of the Natural Sciences
(LA-PA)	Knowledge of Practical Applications
(LA-US)	Knowledge of the United States

African American Studies Specialization

[AAS]

Assistant Professor Jennifer Heusel, *Coordinator of the AAS specialization*

A specialization in African American Studies requires 12 semester hours. This specialization is open to students majoring in any field. Nine semester hours may be selected from courses listed below or from approved special topics courses, with the provision that no more than six semester hours may be taken from the same cross-referenced discipline. AAS 410 is required to complete the specialization. Students may use designated AAS courses to simultaneously satisfy requirements in their major/minor and the specialization.

African American Studies Specialization Requirements		SH
AAS 410	Directed Readings/Research/Investigations in AAS	3
NINE ADDITIONAL SEMESTER HOURS FROM:		
AAS/THE 210	African American Theater	9
AAS/SOC 302	Intergroup Relations	
AAS/SOC 303	The Sociology of W.E.B. Du Bois	
AAS/HIS 322	The African American Experience	
AAS/GPY/HIS 323	African Geography, Prehistory, and History	
AAS/ENG 335	African American Literature	
AAS/ENG 347	Postcolonial Literature	
AAS/SPA 350	Afro-Hispanic Literature and Culture	
AAS/FRE 354	African Francophone Literature	
TOTAL		12

COURSE DESCRIPTIONS

210 African American Theater

[3 SH]

(Cross Reference: THE 210) An introduction to and the study of contemporary African American plays and playwrights. The course includes a survey of the practice and roots of contemporary Black theater as evidenced by the changing image of African-Americans from the stereotypes of early American theater to today's varied characterizations.

302 Intergroup Relations

[3 SH]

(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.

303 The Sociology of W.E.B. Du Bois

[3 SH]

(Cross Reference: SOC 303) A sociological discussion of race and an introduction to studies of African Americans and race relations in the United States by W.E.B. Du Bois. Works read and discussed are: *The Philadelphia Negro* (1899), *The Souls of Black Folks* (1903), *Dusk of Dawn: An Essay Toward and Autobiography of a Race Concept* (1940), and other selected articles by Du Bois.

322 The African American Experience

[3 SH]

(Cross Reference: HIS 322) A detailed exploration of the history of African Americans from 1619 to the present. Major topics include the conditions of slavery, the impact of the Civil War and Reconstruction, the Jim Crow era, the Civil Rights Movement, and the rise of Black Nationalism. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

323 African Geography, Pre-History, and History (LA-CDV)

[3 SH]

(Cross Reference: GPY 323, HIS 323) An examination of the geography of Africa and its relationship to the major themes in the continent's Pre-History and History. Areas of particular emphasis will include: physiography, climate, geologic setting, resources, evolution and distribution of flora and fauna, human Pre-History, Egypt, ancient African societies, Greek and Roman Africa, Africa and Islam, the impact of slavery, European colonialism, and independence. Prerequisite: HIS 210 or permission of the instructor.

335 African American Literature

[3 SH]

(Cross Reference: ENG 335) A study of selected African American writers with emphasis on those from the Civil War era, the Harlem Renaissance, and the present. Historical context, literary techniques, and ethnic and gender issues will be considered. Readings will be selected from such authors as Douglass, Jacobs, Chestnutt, Harper, Hurston, Cullen, Hughes, Larsen, Baldwin, McKay, Wright, and Morrison. Prerequisite: ENG 102 or 210.

347 Postcolonial Literature

[3 SH]

(Cross Reference: ENG 347) Readings from former colonies in Africa, the Caribbean, and other English-speaking nations that were once colonized. Topics will include the relationship between former colonies and the West, the search for cultural identity in once colonized nations, and the problematic status of English as an imposed language. Readings from, among others, Chinua Achebe, Salman Rushdie, V. S. Naipaul, Bessie Head, Jamaica Kincaid, and Michael Ondaatje. Readings may include autobiographical writing, as well as fiction. Prerequisite: ENG 102 or 210.

350 Afro-Hispanic Literature and Culture

[3 SH]

(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 and Cameroon). 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). Prerequisite: Completion of the non-native language requirement in Spanish, ENG 102 or 210.

354 African Francophone Literature

[3 SH]

(Cross Reference: FRE 354) This course focuses on links between Africa and the Western world, as these are revealed in French African literature. Readings (in English translation) include novels from North Africa (Algeria, Morocco, Tunisia) and Sub-Saharan Africa. Designed for students completing the African American Studies Specialization and others interested in the complex patterns within our global community. Students who wish to receive credit toward the French major or minor must read texts and write papers in French. Prerequisite: ENG 102 or 210.

410 Directed Readings/Research/Investigations in African American Studies

[3 SH]

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 director. A final research presentation is required. The presentation may be in the form of a/an research paper, exhibit, production, performance, or equivalent. Prerequisites: Completion of six hours in the African American Studies Specialization, senior standing, and permission of the faculty advisor and Director of African American Studies.

199, 299, 399, 499 Special Topics

[1-12 SH]

Courses offered at the discretion of the Director of African American Studies such as black film makers, post-colonial African literature, African American religion.

Art [ART]

Professor Jim Boden

Professor Jean Grosser, *Coordinator of the Art and Art Education majors*

Associate Professor Ken Maginnis

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

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

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, 170, 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.

Art Major Requirements		SH
ART MAJOR CORE		
ART 101	Two-Dimensional Design	3
ART 102	Three-Dimensional Design	3
ART 105	Drawing I: Basic Drawing	3
ART 170	Introduction to Computer Graphics	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 CONCENTRATION		21
TOTAL		48

FINE ARTS CONCENTRATION

Students develop a broad appreciation for a variety of artistic styles and techniques while focusing on a particular area of interest. This concentration prepares students for careers in the arts and art related fields through the development of a professional portfolio. Students concentrating in Fine Arts may also continue their studies on an advanced level in graduate school.

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

GRAPHIC DESIGN CONCENTRATION

Students develop skills in a wide range of areas related to graphic design, from typographical design, page layout, package design, and illustration, to web design and web animation. Students also learn technical aspects of preparing art for printing. A concentration in Graphic Design prepares students for careers in most forms of graphic design (web interface and print), advertising, illustration, and publishing as well as advanced study in graduate school.

Graphic Designs Concentration Requirements		SH
ART 130	Basic Photography	3
ART 210	Graphic Design I	3
ART 310	Graphic Design II	3
Two art studio courses (drawing, web design, photography) <i>at least one studio course must be at the 300-level or above</i>		6
ART 410	Graphic Design Senior Studio I	3
ART 415	Graphic Design Senior Studio II	3
TOTAL		21

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, both darkroom and digital. The Photography concentration prepares student for careers as commercial or studio photographers as well as for further growth and study in graduate school.

Photography Concentration Requirements		SH
ART 130	Basic Photography	3
ART 230	Photography II	3
ART 330	Photography III	3
Two art studio courses <i>at least one studio course must be at the 300-level or above</i>		6
ART 430	Photography Senior Studio I	3
ART 435	Photography Senior Studio II	3
TOTAL		21

ART EDUCATION CONCENTRATION

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

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
TOTAL		18

STUDIO COURSES AND PREREQUISITES

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

ART DEPARTMENT SOPHOMORE REVIEW

All students majoring in Art are required to successfully pass the Sophomore Review. The capacity for creative, conceptual and technical development, and most importantly for self-direction should be apparent by the end of the sophomore year. The Sophomore Review is intended to provide students with a faculty assessment of their potential for success in the intended area of study early enough to allow them to make a program change should that

be advisable. In addition to a portfolio review, the student's overall academic record will be evaluated for quality and seriousness of purpose. A history of excessive absences, significant lack of participation, withdrawals, or incompletes may result in failure of the Sophomore Review and dismissal from the major.

ART DEPARTMENT PORTFOLIO

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

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

COURSE DESCRIPTIONS

Art Studio

101 Two-Dimensional Design (LA-ART) [3 SH]

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.

102 Three-Dimensional Design (LA-ART) [3 SH]

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)

105 Drawing I: Basic Drawing [3 SH]

An introduction to representative and expressive purposes of drawing. Perspective, value, and space are discussed and applied to personal interpretation. Class discussions and individual critiques are scheduled during studio time.

130 Basic Photography [3 SH]

An introduction to the making, developing and printing of photographs with an emphasis on learning darkroom procedures including the zone system. Procedures for photo documentation will be studied. Class discussions and individual critiques are scheduled during studio time. Students should own a camera with manual controls and must provide film, printing paper, and other supplies. Prerequisite: ART 101 or permission of the instructor. (Studio fee required)

170 Introduction to Computer Graphics [3 SH]

A hands-on experience in the application of computers to visual communication problems. Prerequisite: ART 101 or permission of the instructor. (Studio fee required)

205 Drawing II: Figure Drawing [3 SH]

Emphasis is on personal interpretation of anatomy as it relates to the human figure. Live models provide the predominant source for subject reference. Prerequisite: ART 101, ART 105, or permission of the instructor. (Studio fee required)

210 Graphic Design I [3 SH]

An introduction to the fundamental techniques and procedures of graphic design. Also included is the study of letter forms, elements of graphic design and poster design theory. Prerequisites: ART 101 or ART 105, and ART 170.

220 Oil Painting I [3 SH]

An introduction to painting. The basic procedures of the medium are applied to a variety of subject matter. Original work is done using several different approaches. Prerequisite: ART 101 or ART 105, or permission of the instructor.

230 Photography II [3 SH]

A continuation of Photography I with expansion into digital photography. Experimental techniques encourage the development of creative exploration. Prerequisites: ART 101 or ART 105, and ART 130. (Studio fee required)

250 Ceramics I [3 SH]

An introduction to working with clay, focusing on slab, coil and pinch methods with emphasis on creative problem solving and technique. Prerequisite: ART 101, ART 102, or ART 105. (Studio fee required)

260 Sculpture I [3 SH]

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. Prerequisite: ART 101, ART 102, or ART 105. (Studio fee required) 305 Drawing III: Exploring the Figure [3 SH]

A continuation of Drawing II, this course will place more emphasis upon personal interpretation of the human figure in narrative and contemporary figurative abstraction. Prerequisite: ART 205. (Studio fee required)

306 Advanced Drawing [3 SH]

An exploration of drawing as a complete method of expression. Emphasis is placed on the independent development of the meaning of personal expression. Prerequisite: ART 205 or permission of the instructor.

310 Graphic Design II [3 SH]

A continuation of the typographic layout, composition and production skills in Graphic Design I. This course addresses advanced problem solving, studio techniques, creative processes and methodologies. Projects include posters, product packaging, corporate identity and brochure design. Prerequisite: ART 210.

320 Oil Painting II [3 SH]

A continuation of Oil Painting I, emphasizing painting as a means of expression. Students determine their own program in consultation with the professor. Prerequisite: ART 220.

330 Photography III [3 SH]

A continuation of Photography II with emphasis on individual expression. Prerequisite: ART 230. (Studio fee required)

350 Ceramics II [3 SH]

Advanced students develop skills with a concentration on wheel throwing and/or sculptural problems. Investigation of properties of clay bodies and glazes and familiarity with firing processes will be emphasized. Prerequisite: ART 250. (Studio fee required)

360 Sculpture II [3 SH]

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.

370 Web Design I [3 SH]

An introductory course on the basics of web interface and information in relation to the World Wide Web format. Course content includes: surface structure, color constraints, file format, platform, resolution and navigation. An ability to write HTML is not necessary. Prerequisite: ART 170.

371 Web Design II [3 SH]

A continuation of ART 370 Web Design I. The course includes advanced techniques in animation for the web, layers (cascading style sheets), Shockwave, Flash and the introduction of video for the web. Prerequisite: ART 370.

410 Graphic Design Senior Studio

415 Graphic Design Senior Studio

[3 SH EACH]

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

430 Photography Senior Studio

435 Photography Senior Studio

[3 SH EACH]

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.

470 Fine Art Senior Studio

475 Fine Art Senior Studio

[3 SH EACH]

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.

199, 299, 399, 499 Special Topics

[1-12 SH]

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

197 Freshman Seminar: Contemporary Art Issues

[1 SH]

Contemporary art issues are addressed through the study of primary source material and the changing role of the artist in society is explored.

180 Understanding Art (LA-ART)

[3 SH]

Discussion of the formal elements of art and how they communicate the meaning of an artwork. Art works 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.

280 Art History Survey I (LA-ART)

[3 SH]

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.

281 Art History Survey II (LA-ART)

[3 SH]

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.

290 Art in the Public Schools

[3 SH]

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 major concentrations in Fine Art, Graphic Design, or Photography. Prerequisite: ART 180.

384 History of Graphic Design and Photography

[3 SH]

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.

387 Art in New York

[3 SH]

Research and study in New York City including the Metropolitan Museum of Art, Guggenheim Museum, Whitney Museum of American Art, Museum of Modern Art, International Center of Photography, 57th Street and Chelsea galleries, St. Patrick's Cathedral, Cathedral of St. John the Divine and performance art. (Additional travel fee required)

388 Contemporary Critical Theory**[3 SH]**

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.

490 Artist as Teacher**[3 SH]**

Role of the artist as teacher in elementary and secondary schools. Studio work and discussion of effective ways of creating a positive environment for the arts in school setting. Prerequisite: ART 290. (Offered on demand)

299, 399, 499 Special Topics**[1-12 SH]**

Research and study topics will be selected by the student in consultation with the art faculty. Study and travel (both here and abroad) are among the possibilities. Previous study in art appreciation or art history is expected.



Biology [BIO]

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

Associate Professor Jennifer Borgo

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

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

A major in biology is the stepping stone to many careers. Some of the careers that Coker College graduates in biology have gone on to are: medical doctor (including psychiatrist, pediatrician, neurologist and medical school professor), high school biology teacher, laboratory technician, pharmacist, medical technologist, dentist, marine mammal researcher, animal behaviorist, environmental education program director, fisheries biologist, florist, 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.

A major in biology requires a minimum of 35 semester hours in biology, including a 14 semester hour Core curriculum. BIO 101, 102, 101L, 102L and 2 to 4 semester hours in biology course(s) approved by the biology faculty may be substituted for BIO 110, 110L and 111. MAT 223 or any upper level course in computer science may be used to meet up to 4 of the required 21 semester hours of upper level biology.

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

Biology Major Requirements		SH
BIOLOGY MAJOR CORE		
BIO 110L	Core Principles of Cell & Molecular Biology Laboratory	1
BIO 111	Core Principles of Organismal Biology	4
BIO 210	Core Principles of Ecology and Evolution	4
BIO 211	Core Principles of Genetics	4
BIO 491	Biology Seminar III	1
BIOLOGY ELECTIVES (200-level or above)		21
CHEMISTRY COURSES		
CHE 102	General Chemistry II	3
CHE 102L	General Chemistry II Laboratory	1
CHE 351	Organic Chemistry I	3
CHE 351L	Organic Chemistry I Laboratory	1
CHE 352	Organic Chemistry II	3
CHE 352L	Organic Chemistry II Laboratory	1
MAT 203	Elementary Statistics	3
TOTAL		50

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

Biology majors have the option to choose one of the following three concentrations:

ECOLOGY CONCENTRATION

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

Ecology Concentration Requirements		SH
BIO 325	Invertebrate Zoology	4
BIO 360	Applied Ecology: The Human Predicament	4
BIO 370	Behavioral Ecology	3
BIO 490	Research in Biology	1-3
BIO 399 or 499	Special Topics (<i>must be on an ecological topic</i>)	3
TOTAL		15-17

MOLECULAR BIOLOGY CONCENTRATION

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

Molecular Biology Concentration Requirements		SH
TWO COURSES FROM:		
BIO 410	Advanced Cellular and Molecular Biology	6-7
BIO 411	Advanced Molecular Genetics	
BIO 461	Introduction to Biochemistry	
TOTAL		6-7

PRE-MEDICAL CONCENTRATION

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

All Coker students are required to complete the Liberal Arts Studies Program (LASP) as described previously in the *Academic Catalog*. The Pre-Medical Concentration requires the student to take the following specific classes to fulfill the Core Skills math and Knowledge of the Behavioral Science requirements.

LASP Requirements for the Pre-Medical Concentration Requirements		SH
CORE SKILLS - MATHEMATICS		
MAT 222	Calculus I	4
KNOWLEDGE OF THE BEHAVIORAL SCIENCES		
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3

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

Pre-Medical Concentration Requirements		SH
BIO 227 or BIO 327	Human Anatomy & Physiology of Motion Systems and Respiration or Human Anatomy & Physiology I	4
BIO 328	Human Anatomy and Physiology II	4
BIO 330	Microbiology	4
BIO 461	Introduction to Biochemistry	3
Additional Biology electives (200-level or above)		6
PHY 203	Calculus Physics I	3
PHY 203L	Calculus Physics I Laboratory	1
PHY 204	Calculus Physics II	3
PHY 204L	Calculus Physics II Laboratory	1
TOTAL		29

A major in biology education includes all of the requirements for a major in biology, and additional courses in education and other disciplines, as described in The Coker College Teacher Education Guide.

A 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 or BIO 211	Core Principles of Ecology and Evolution or Core Principles of Genetics	4
Upper Level Biology Electives (300-level or above)		6
Biology Electives (any level)		8
TOTAL		18

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

All listed four and five semester hour biology courses include a laboratory component. BIO 101, 101L, 102, 102L, and 110 do not carry credit towards completing the required hours for a major in biology. BIO 101 and 102 may be taken in either order.

COURSE DESCRIPTIONS

101 Principles of Biology (LA-SCI)

[3 SH]

An introduction to biological principles with emphasis on biochemistry, molecular biology, cytology, physiology and genetics. This course will also discuss methods in science, advances in science and how those advances have affected our western culture. Prerequisite: MAT 101 or its equivalent.

101L Principles of Biology Laboratory (LA-SCI)

[1 SH]

A laboratory-based study of introductory biological principles with emphasis on biochemistry, molecular biology, cytology, physiology and genetics. To be elected concurrently with enrollment in BIO 101 or may be taken in a semester subsequent to completion of BIO 101. Lab fee required.

102 General Biology of Whole Organisms (LA-SCI)

[3 SH]

An introduction to organismal biology with emphasis on evolution, ecology, population biology, and the general characteristics of microorganisms, plants and animals. This course will include discussion of methods and advancements in organismal biology, and ways in which advances in organismal biology have affected western culture. Prerequisite: MAT 101 or its equivalent.

102L General Biology of Whole Organism Laboratory (LA-SCI)

[1 SH]

A laboratory-based study of organismal biology with emphasis on evolution, ecology, population biology, and the general characteristics of microorganisms, plants and animals. To be elected concurrently with enrollment in BIO 102 or, with consent of the instructor, may be taken in a semester subsequent to completion of BIO 102. Lab fee required.

110 Core Principles of Cell and Molecular Biology (LA-SCI)

[3 SH]

An in-depth introduction to the principles of cell and molecular biology with emphasis in physiology of the cell, biochemistry, molecular biology and molecular genetics. This course will also discuss methods in science, advances in science, and how those advances have affected our western culture. Intended for biology majors or other majors whose intent is to attend professional school. Prerequisite: MAT 101 or its equivalent. (Does not carry credit toward a major in biology)

110L Core Principles of Cell and Molecular Biology Lab (LA-SCI)

[1 SH]

A laboratory-based study of cell and molecular biology. This course is intended for biology majors or other majors whose intent is to attend professional school. Prerequisites: To be elected concurrent with enrollment in BIO 110 and CHE 101 or may be taken subsequent to completion of BIO 110 and CHE 101. Lab fee required.

111 Core Principles of Organismal Biology

[4 SH]

A study of the diversity of organisms, their phylogeny, characteristic architectural features, physiological processes, and human importance. The nature of scientific inquiry will be explored through examples of how biologists acquire and continuously modify the understanding of organismal biology. Laboratory will emphasize the diversity of organisms and the differences and similarities among organismal lineages. This course is intended for biology majors or other majors whose intent is to attend professional school. Prerequisite: MAT 101 or its equivalent and BIO 110. Lab fee required.

197 Freshman Biology Seminar

[1 SH]

The purpose of this course is to begin to train the student in critical thinking, problem solving, oral communication, time management and studying techniques that will assist him/her in the successful completion of a degree in biology. Emphasis will also be placed on careers in the biological sciences.

210 Core Principles of Ecology and Evolution

[4 SH]

A study of the fundamentals of ecology and evolution and their interrelationships. The ecological dynamics of populations and population genetics are examined in detail. Other topics included are ecosystem and community structure and function, the nature and evolution of life history traits, human ecology, the historical development of the theory of evolution, speciation, and the major events of macroevolution. Biology education majors enrolling in the course will be required to complete 10 hours of clinical internships in public school classrooms. Prerequisites: BIO 110 and 111, or BIO 101 and 102, and completion of the Liberal Arts Studies Program requirement in mathematics. Lab fee required.

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, or BIO 101 and 102, and completion of the Liberal Arts Studies Program in mathematics. Lab fee required.

227 Human Anatomy and Physiology of Motion Systems and Respiration [4 SH]

A general introductory course in the principles of human anatomy and physiology. Topics covered will include histology, the skeletal system, the muscular system, the nervous system, the cardiovascular system and the respiratory system. Laboratory will emphasize anatomy. Intended for physical education majors. Prerequisites: BIO 110 or BIO 101 or exemption by exam; MAT 101 or its equivalent. Lab fee required.

291 Sophomore Seminar [1 SH]

This course is designed to help students majoring in biology view themselves as preprofessionals preparing for a career in the biological sciences. The course offers students opportunities to hear from and speak with professionals in a broad range of biological-related fields. Students are also informed about the admission requirements and nature of graduate school, medical school, and training in a variety of health-allied and biotechnology fields. Students are instructed in how to seek out and apply for internships appropriate to their career goals. Prerequisites: BIO 110 and 111, or BIO 101 and 102, and sophomore standing.

319 Teaching Secondary School Science [3 SH]

(Cross Reference: CHE 319, EDU 319) Covers methods of teaching general and advanced science. Topics include the use of laboratory materials and replica models, the role of computer simulations, safety practices, NSTA standards, textbook selection criteria and general classroom, laboratory and field trip organization. Also considers the impact of modern science on selected social and ethical issues and how these issues might be considered in a high school science classroom. Prerequisites: EDU 102 and 201, four semester hours of college-level chemistry, four semester hours of college-level biology and completion of 20 hours of clinical internships in public school classrooms. (Offered on demand)

325 Invertebrate Zoology [4 SH]

An introductory survey of invertebrate zoology, including the taxonomy, morphology, development and ecology of freshwater, marine, terrestrial, and parasitic invertebrates. The laboratory component of the course emphasizes observations of living material, including some observations in the field. Prerequisites: BIO 110 and 111, or BIO 101 and 102. Lab fee required. (Offered in alternate years)

327 Human Anatomy and Physiology I [4 SH]

A general course in the principles of human anatomy and physiology intended for biology majors. Part one of a two-semester series. Topics covered include histology, the skeletal system, the muscular system, the nervous system, the cardiovascular system, and the respiratory system. Laboratory will emphasize anatomy and will incorporate problem-based learning technique. Additionally, current research articles in physiology will be discussed. Offered in alternate years. Prerequisites: BIO 101 or BIO 110; MAT 101 or its equivalent. Lab fee required.

328 Human Anatomy and Physiology II [4 SH]

A general course in the principles of human anatomy and physiology intended for biology majors. Part two of a two-semester series. Topics covered include the integumentary system, the lymphatic system, the digestive system, the urinary system, metabolism, nutrition, and reproduction and development. Laboratory will emphasize anatomy, techniques used to measure bodily processes, and will incorporate problem-based learning techniques. Additionally, current research articles in physiology will be discussed. Offered in alternate years. Prerequisites: BIO 101 or BIO 110; BIO 227 or BIO 327; MAT 101 or its equivalent. Lab fee required.

330 Microbiology [4 SH]

An introduction to the study of microorganisms including training in methods of cultivation, isolation, staining and recognition. Prerequisites: BIO 110 and 111, or BIO 101 and 102, CHE 101, CHE 102, and CHE 351. Lab fee required. (Offered in alternate years)

350 Plant Science [4 SH]

A study of the general structure, life cycles, and evolutionary history of all the major plant groups, and of the most significant features of the physiology, anatomy, growth and development, classification, ecology, and human importance of the angiosperms. The laboratory component of the course will emphasize the systematics of the major angiosperm families. Prerequisites: BIO 110 and 111, or BIO 101 and 102, CHE 101, and CHE 102. Lab fee required. (Offered in alternate years)

360 Applied Ecology: The Human Predicament [4 SH]

(Cross Reference: ES 360) A study of the ecological bases for the human environmental predicament. Topics will include: the structure and function of ecosystems and services they provide to human populations; the principles of population dynamics and their application to human populations; the distribution and characteristics of biomes in relation to human land use; the current and projected production of human food; the current and projected human use of land, water, forests, and energy; pollution and other disruptions to ecological services; the social and political context of some environmental problems and their potential solutions. Laboratory studies will include the study of techniques to quantify anthropomorphic modifications of ecological communities, and the technologies used to reduce or ameliorate human environmental impacts. Prerequisites: BIO 210 and CHE 101. Lab fee required. (Offered in alternate years)

370 Behavioral Ecology [3 SH]

A study of the central questions in the evolution of adaptive behavior. Topics include how behavior contributes to survival and reproduction, and how behavior is influenced by the surround environment. This course will also teach research skills in the area of behavioral ecology through an independent research project. Prerequisite: BIO 210 (Offered in alternate years)

391 Biology Seminar I [1 SH]

An introduction to the scientific seminar, including instruction in the critical analysis and preparation of technical biology seminars. In addition, students will be assisted in the selection and development of the topics for their senior biology seminars, including instruction in techniques for searching and interpreting scientific literature. Prerequisites: BIO 210, BIO 211, and junior standing.

392 Biology Seminar II [1 SH]

Further instruction in the critical analysis and preparation of technical biology seminars. In addition, students will be assisted in the preparation of a bibliography and an outline of their senior biology seminars and will present a preview seminar to the class. Prerequisites: BIO 210, BIO 211, and junior standing.

410 Advanced Cellular and Molecular Biology [4 SH]

An in-depth and advanced investigation into the principles of cell and molecular biology with emphasis in molecular biology and molecular genetics. Topics include: the history and discovery of DNA and the processes of DNA replication, DNA repair, transcription and translation in both eukaryotes and prokaryotes. Class presentations based on articles from primary research journals are required. Laboratory emphasizes techniques used in molecular biology research. Lab fee required.

411 Advanced Molecular Genetics [3 SH]

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.

426 Natural History of Vertebrates [4 SH]

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 on demand)

461 Introduction to Biochemistry [3 SH]

(Cross Reference: CHE 461) A one-semester, non-laboratory study of carbohydrates, lipids, proteins, nucleic acids, vitamins and enzymes. Prerequisites: BIO 110 or BIO 101; CHE 351, 351L, 352, 352L; or permission of the instructor. (Offered in alternate years)

490 Research in Biology

[1-3 SH]

Directed independent laboratory and field research in biology. Students will be strongly encourage 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.

491 Biology Seminar III

[1 SH]

Advanced instruction in the critical analysis and preparation of technical biology seminars. Students will be assisted in the final preparations for the presentation of their senior biology seminars. Final seminars will be presented to and evaluated by a panel of at least four faculty from the Department of Science and Mathematics. Prerequisites: BIO 110 and 111, or BIO 101, 102, BIO 391 and 392, and senior standing; or permission of the instructor.

199, 299, 399, 499 Special Topics

[1-12 SH]

To be offered at the discretion of the biology instructor either as a directed research project or for non-listed course offerings such as entomology, mycology, plant pathology, plant taxonomy, or advanced topics in cell and molecular biology, ecology, evolution, or physiology. Lab fee may be required.



Business Administration [BA]

Professor Darrell Holliday

Professor Robert Wyatt

Associate Professor Glenn Chappell

Associate Professor Karen Hamilton

Associate Professor Melinda Norris, *Coordinator of the Business*

Administration major

Assistant Professor Joseph Stevano

Assistant Professor Stephanie Weiss

Special Lecturer Dennis Burke

Special Lecturer Darrell Kelly

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

STATEMENT OF MISSION

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

STATEMENT OF VISION

The Department of Business Administration functions to support the mission of Coker College by providing undergraduate professional training in the business disciplines to a diverse student population. It enhances the scope of the college by applying learning, communication and

analytical skills fostered by the liberal arts to the practice of business activities in the domestic and worldwide arenas.

STATEMENT OF VALUES

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

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

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

BUSINESS ADMINISTRATION MAJOR

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

The business administration major prepares students for general administrative positions. Students are required to complete 30 semester hours of the business core. In addition, the major requires completion of twelve semester hours chosen from upper level (300-400 level) elective business courses. Majors have the option to choose one of their elective courses from: COM 332 OR 365, CRIM 355, ENG 371, SPA 230, MAT 222, PE 346, POL 425, PSY 311, and SOC 311. A minimum of 18 semester hours in the 42-hour major must be taken at Coker College. A student must obtain a grade point average of at least 2.0 for all courses taken in the major.

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

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

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

MANAGEMENT CONCENTRATION

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

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

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

Business Administration Major with a Management Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		30
MANAGEMENT CONCENTRATION CORE		
BA 342 BA 349 BA 447	Management of Human Resources Leadership Business Ethics	9
SIX SEMESTER HOURS FROM:		

BA 311 BA 344 BA 371 BA 382	Organizational Behavior Managing Production/Operations Sports Management Small Business Management	6
THREE SEMESTER HOURS FROM:		
BA 343 BA 448 BA 449	Internship in Management Study Away: Management Experiential Learning in Management	3
TOTAL		48

MARKETING CONCENTRATION

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

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

Business Administration Major with a Marketing Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		30
MARKETING CONCENTRATION CORE		
BA 332 BA 425 BA 444	Advertising/Sales Promotion Marketing Research Marketing Management	9
SIX SEMESTER HOURS FROM		
BA 321 BA 333 BA 372 BA 432	E-Commerce Consumer Behavior Sports Marketing Customer Relationship Management	6
THREE SEMESTER HOURS FROM:		
BA 346 BA 451 BA 452	Internship in Marketing Study Away: Marketing Experiential Learning in Marketing	3
TOTAL		48

SPORT MANAGEMENT CONCENTRATION

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

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

Business Administration Major with a Sport Management Concentration Requirements		SH
BUSINESS ADMINISTRATION CORE		30
SPORT MANAGEMENT CONCENTRATION CORE		
PE 220 PE 344 BA 371 BA 372	Sport and Society Event and Facility Management Sport Management Sport Marketing	12
THREE SEMESTER HOURS FROM:		
BA 311 BA 447	Organizational Behavior Business Ethics	3
THREE SEMESTER HOURS FROM:		
BA 348 BA 458 BA 459	Internship in Sport Management Study Away: Sport Management Experiential Learning in Sport Management	3
TOTAL		48

BUSINESS ADMINISTRATION MINOR

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

Business Administration Minor Requirements		SH
BUSINESS ADMINISTRATION CORE		
BA 101	Introduction to Business	3
BA 212	Financial Accounting	3
BA 222	Macroeconomic Concepts	3

BUSINESS ADMINISTRATION ELECTIVES FROM:		
BA 213	Managerial Accounting	9
BA 223	Microeconomic Concepts	
BA 320	Financial Management	
BA 330	Principles of Marketing	
BA 340	Principles of Management	
BA 341	Legal Environment in Business	
BA 371	Sport Management	
BA 372	Sport Marketing	
TOTAL		18

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

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

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

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

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

- Have a cumulative grade point average of at least 2.25 in all Coker College coursework.

Students who must enroll in a Coker College Department of Business Administration 300- or

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

COURSE DESCRIPTIONS

101 Introduction to Business

[3 SH]

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.

200 Business Applications Software (LA-PA)

[3 SH]

An introduction to the fundamentals of operating systems, word processing, spread sheets, graphics and data base management software programs used in business with emphasis on personal computers.

212 Financial Accounting

[3 SH]

An introduction to accounting concepts with user emphasis pertaining to financial accounting implications and the relationship of accounting procedures to the overall business environment. Topics include: the accounting cycle, accrual vs. cash basis accounting, the income statement, the balance sheet, the statement of cash flows, and financial statement analysis. Prerequisite: BA 101 and MAT 101 or its equivalent.

213 Managerial Accounting

[3 SH]

A study of the analysis and internal use of accounting data in the management of enterprises. Topics include cost-volume-profit analysis, decision analysis, budgeting, standard costing, segment reporting, variance analysis, and an introduction to product costing methods. Prerequisite: BA 212.

222 Principles of Economics: Macroeconomic Concepts (LA-BEH)

[3 SH]

Emphasis is on analysis and development of a framework of economic thinking. A study of the determinants of national income and of economic growth; monetary and fiscal policy; unemployment and recessions. Prerequisite: MAT 101 or its equivalent.

223 Principles of Economics: Microeconomic Concepts

[3 SH]

Study of the working of individual markets and of the relations among these markets; optimization and maximization of the use of scarce resources; demand and supply analysis; indifference curves and budget constraints; price elasticity of demand; cost analysis; marginal concepts; and price determination. Prerequisite: MAT 101 or its equivalent.

300 Advanced Business Applications Software

[3 SH]

Advanced business microcomputer applications in areas of accounting, management, marketing, presentation techniques and data base management. Prerequisites: BA 200 and admittance into the business administration program.

303 Personal Finance

[3 SH]

A course on the dynamics of management of personal finances including consumer purchases, budgeting, insurance, long-term financial planning techniques, investments, income taxes, use of credit and estate planning. Designed for non-business and business students. Prerequisite: admittance to the business administration program, or MAT 101(or its equivalent) and junior standing.

311 Organizational Behavior [3 SH]

Examines the complex relationships among individuals, groups and organizations. Emphasizes a dynamic systems approach to understanding and facilitating work relationships through the study of the interaction of individual needs, abilities and traits with organizational goals and structure. Prerequisite: BA 340.

314 Federal Income Tax [3 SH]

Introduces the student to federal income tax regulations with emphasis on individual income tax applications. Prerequisite: admittance into the business administration program.

320 Financial Management [3 SH]

The study of capital requirements and methods of acquiring funds, capital markets, planning efficient use of capital, asset management techniques, financial analysis, cash flow, capital budgeting, and the cost of capital. Prerequisites: admittance to the business administration program, or completion of BA 213, BA 222, BA 223 and MAT 203.

321 E-Commerce [3 SH]

The course objective is to provide students with an introduction to electronic commerce from a management and technical perspective. This course is designed to familiarize individuals with current and emerging electronic commerce technologies. Topics include networks, security and privacy issues, various internet business models, legal and social issues, and the use of web development and database tools. Prerequisites: BA 330.

330 Principles of Marketing [3 SH]

A study of modern marketing philosophy, current and historical marketing theory and product management, the structure of distribution and pricing, and evolution of the marketing effort. Prerequisites: ENG 102 and admittance to the business administration program.

332 Advertising/Sales Promotion Management [3 SH]

A study of managerial problems encountered in planning, executing, controlling, and evaluating advertising/sales promotion and other marketing communications programs. Problems in positioning, setting volume and profit goals, developing strategy, budgeting expenditures, interpreting research data, and working in a client-agency relationship will be examined. Prerequisites: BA 330.

333 Consumer Behavior [3 SH]

Examination of theory and recent research concerning buyer decision process. Interdisciplinary science studies on individual, family and organizational purchase behavior are considered. Present and potential applications for marketing in the public and private sector are illustrated with cases. Prerequisites: BA 330.

335 United States Business History [3 SH]

(Cross Reference: HIS 335) Traces the development of business in the United States from the Colonial period to the end of the twentieth century. Emphasis is placed on economic and institutional factors, and also on the lives of great entrepreneurs. Prerequisite: ENG 102 and admittance to the business administration program.

340 Principles of Management [3 SH]

A study of modern management philosophy, current and historical management theory, and the evolution of managerial practices. The planning, organizing, directing and controlling activities of a business unit are examined in detail. Prerequisite: admittance to the business administration program.

341 Legal Environment in Business [3 SH]

An introduction to legal systems and the business-related provisions of the U.S. Constitution; to the common law of torts and business organizations; to administrative law and procedures; to regulatory programs involving labor, antitrust, and securities; to the impact of foreign and domestic laws on international business and to the application of legal and ethical reasoning to business analysis. Prerequisite: ENG 102 and admittance to the business administration program.

342 Management of Human Resources [3 SH]

A survey of human resource management: job analysis and design; recruitment and selection; appraisal, training and employment; compensation and health; and employee relations. Prerequisites: BA 340.

343 Internship in Management [3 SH]

Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See BA 445/446 Applications of Business Administration) Prerequisites: BA 340 and junior standing.

344 Managing Production/Operations [3 SH]

A survey of the production and operation systems common to all types of business organizations including basic problems in production of goods and services and study of modern concepts and techniques to plan and control operations. Prerequisite: BA 340.

345 International Business [3 SH]

This course emphasizes the different strategic approaches to international business, the different methods of organizing for and entering international markets, and the pros and cons of the different methods of entering international markets as well as a study of firms and nations that assist business organizations in developing international markets. Prerequisite: BA 340.

346 Internship in Marketing [3 SH]

Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See BA 445/446 Applications of Business Administration) Prerequisites: BA 330 and junior standing.

348 Internship in Sport Marketing [3 SH]

Internships are offered in cooperation with a faculty sponsor responsible for academic quality who assigns the final grade. Student interns may or may not be paid for their work. (See BA 445/446 Applications of Business Administration) Prerequisites: BA 372 and junior standing.

349 Leadership [3 SH]

This course reviews research and practice in organizational leadership; provides students with self-assessment, developmental exercises, and case studies to prepare students for leadership roles. Prerequisites: BA 340

371 Sport Management [3 SH]

An introduction to the scope of the sport enterprise including why business is involved in sport and an overall evaluation of sport management as a profession. Overview of managerial theories and applications including responsibilities and practices associated with broad perspectives of sport enterprise. Prerequisites: BA 340.

372 Sport Marketing [3 SH]

Application of fundamental marketing concepts to the sport industry. Marketing research, promotions, fund raising, advertising, and assessment of marketing programs specific to sport will be covered. The historical development of sport marketing will be included. Prerequisites: BA 330.

382 Small Business Management [3 SH]

This course is an introduction to the ownership and management of small firms, emphasizing their role in the U.S. economy, their particular demands on owners, and the effects of newness and smallness on their managers' decision. Prerequisites: BA 340.

425 Marketing Research [3 SH]

Investigates the theory and practice of marketing research with emphasis on the problem-oriented nature of marketing research and how research activities are implemented by marketing researchers and used by managers. Prerequisites: BA 330.

432 Customer Relationship Management [3 SH]

Techniques, procedures, and software applications for database marketing, managing customer relations, and mining large databases. Prerequisites: BA 330.

440 Entrepreneurial Studies [3 SH]

This course is designed to understand the phenomenon of entrepreneurship as it relates to the process of generating and implementing new business ideas, financial planning, innovative products, services and organizations. Prerequisite: BA 320 and BA 340.

443 Strategic Management [3 SH]

An integrative capstone/assessment course covering the concept of strategy, tasks and process of business strategy and policy formation and implementation. Particular emphasis is placed on aligning the functional and behavioral processes of the organization to accomplish the corporate mission and objective. Case methodology is applied. Prerequisites: BA 320, BA 330, BA 340, and BA 341.

444 Marketing Management [3 SH]

Research methodology as applied to marketing problems; includes research problem definition, sample design, data collection procedures, valid and reliable measurement, data analysis techniques, and sales forecasting fundamentals. Prerequisites: BA 330 and BA 340.

445, 446 Applications of Business Administration [3 SH EACH]

The application of business administration course consists of actual work experience in an industrial, commercial, governmental, or institutional setting. Must be taken on the ABCDF grading system to be applied to the business major. For more information, consult "Internship Program" in the Academic Catalog. Prerequisites: BA 340 and junior standing.

447 Business Ethics [3 SH]

(Cross Reference: CRIM 447, SOC 447) This course provides an increased understanding of some concepts of moral philosophy and their relevance to decision making and an improved ability to apply this understanding in a wide variety of practical management settings. Includes an examination of corporate espionage, bribery, antitrust, merger, and environmental issues. Prerequisites: admittance to the business administration program.

448 Study Away: Management [3 SH]

This course is a study away experience, normally lasting one week or more, that takes students outside their usual surroundings. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ in different regions of the U.S. and in regions outside the U.S. This is accomplished through a series of papers completed prior to and following the study away experience. An introduction to the study of the theory and practice of the field of international management that focuses on managerial, operational, strategic, and environmental factors. The roles of intercultural communication and cross-cultural awareness in successful regional and global strategies are emphasized. Prerequisites: ENG 101 and BA 340.

449 Experiential Learning in Management [3 SH]

This course provides the student with firsthand experience in problem solving and decision making in a business environment. Students will work as part of a team on an actual business case culminating in a thorough report, recommending solutions for the firm's problems. Prerequisites: ENG 101 and BA 340.

451 Study Away: Marketing [3 SH]

This course is a study away experience, normally lasting one week or more, that takes students outside their usual surroundings. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ in different regions of the U.S. and in regions outside the U.S. This is accomplished through a series of papers completed prior to and following the study away experience. This course provides the conceptual framework for marketing across regional and national borders, as well as marketing within different regional and foreign environments. Students study how marketing programs are developed, as well as the various factors that affect decision-making in a national or international setting. Prerequisites: ENG 101 and BA 330.

452 Experiential Learning in Marketing [3 SH]

This course provides the student with firsthand experience in problem solving and decision making in a business environment. Students will work as part of a team on an actual business case culminating in a thorough report, recommending solutions for the firm's problems. Prerequisites: ENG 101 and BA 330.

458 Study Away: Sport Management

[3 SH]

This course is a study away experience, normally lasting one week or more, that takes students outside their usual surroundings. The purpose is to deepen students' understanding of other cultures as they learn how the requirements for operating a successful enterprise differ in different regions of the U.S. and in regions outside the U.S. This is accomplished through a series of papers completed prior to and following the study away experience. An introduction to the study of the theory and practice of the field of sport management that focuses on managerial, operational, strategic, and environmental factors. The roles of intercultural communication and cross-cultural awareness in successful regional and global strategies are emphasized. Prerequisites: ENG 101 and BA 340.

459 Experiential Learning in Sport Management

[3 SH]

This course provides the student with firsthand experience in problem solving and decision making in a sport business environment. Students will work as part of a team on an actual business case culminating in a thorough report, recommending solutions for the firm's problems. Prerequisites: ENG 101 and BA 340.

299, 399, 499 Special Topics

[1-12 SH]

To be offered at the discretion of the department. Examples of possible special topics: Development of Economic Thought, "Green Economics": The Environment and Human Economic Welfare, Applied Business Statistics. Prerequisite for BA 299: BA 101. Prerequisite for BA 399 or 499: BA 340.

GRADUATE PROGRAM REQUIREMENTS

Coker also offers a graduate degree in College Athletic Administration. By completing an online program of 30 semester hours, students may earn a Master of Science degree in College Athletic Administration. The ten required classes are listed in the table below. PE 590: Internship is listed as a "substitute course" and may be substituted for any one of the ten required courses.

College Athletic Administration Requirements		SH
PE 510	Current issues in College Athletic Administration	3
PE 515	Sport Communication	3
PE 520	College Coaching and Athletic Recruiting	3
PE 525	NCAA Compliance I	3
PE 530	Fundraising in College Athletics	3
PE 535	Sport Law in College Athletics	3
PE 540	College Athletic Facilities	3
BA 570	Sport Business Management	3
BA 572	Sport Marketing	3
BA 573	Financial Management of Intercollegiate Athletics	3
TOTAL		30
SUBSTITUTE COURSE		
PE 590	Internship	3

GRADUATE COURSE DESCRIPTIONS

570 Sport Business Management

[3 SH]

This course will investigate the business related issues encountered by athletic directors working in higher education. Areas to be examined include governance, conference affiliations, budgets, ticketing, and legal and ethical issues.

572 Sport Marketing

[3 SH]

The course examines the rapidly developing sports industry from a strategic marketing perspective. It is based on the belief that the best marketing practices employed by the more traditional consumer goods and business-to-business organizations can be effectively applied to organizations that produce sports as their primary product. The course of study is designed to familiarize the student with the terms and tools needed in the sports industry and to develop skills that assist critical thinking or continued success in this unique business setting.

573 Financial Management of Intercollegiate Athletics

[3 SH]

An overview of the issues related to the financial management of intercollegiate athletics. Specific topics include: principles of budgeting, sources of revenue, financial management tools, economic impact, methods of financing, and basic accounting.

510 Current Issues in College Athletic Administration

[3 SH]

This class examines the most recent key issues as identified and continually updated by the NCAA on their website. Recent key issues are: academics, commercialism, diversity and inclusion, rules enforcement, playing rules, ethics, and recruiting.

515 Sport Communication

[3 SH]

This course is designed to give students a broad view of sports communication. More specifically, the course examines sports communication from the perspective of both message producers and message recipients as well as the influence of sports communication at both the local and global level. Sports communication will also be examined from organizational communication and public relations perspectives. Students learn both proactive and reactive strategies for effective sports communication and will investigate the academic research and theory that informs good sports communication, adopting a practical, experiential approach to the field.

520 College Coaching and Athletic Recruiting

[3 SH]

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.

525 NCAA Compliance I

[3 SH]

A survey of the most common National Collegiate Athletic Association (NCAA) principles: initial and continuing eligibility, financial aid/benefits, playing and practice seasons, and recruiting. Covers legislation for all three NCAA divisions. Emphasis is given to application of rules in real world scenarios.

526 NCAA Compliance II

[3 SH]

A detailed exploration of National Collegiate Athletic Administration (NCAA) rules and regulations. Covers legislation for all three NCAA divisions. Emphasis is given to application of rules to real world scenarios. Course require participation in the NCAA Regional Rules seminar.

530 Fundraising in College Athletics

[3 SH]

This course is designed to combine fundraising theory with the skills and knowledge needed to implement and develop a successful college athletic fundraising program. In addition to providing insight into how to assess the fundraising environment and evaluate an organization's capabilities, this course will cover topics on board development and using research to design critical campaigns and identify multiple sources of funding.

535 Sport Law in College Athletics

[3 SH]

This course is designed to provide graduate students with an understanding of the legal issues associated with the operation of an NCAA athletic department. Students will learn the necessary skills to effectively work with college presidents, lawyers, student-athletes, and the NCAA. An emphasis will be placed on analyzing case studies and focusing on the practical application of laws, rules, and regulations as they pertain to college athletic administration.

540 College Athletic Facilities

[3 SH]

This course is designed to provide students with an in-depth look at the planning, design, and management of college athletic facilities. It will concentrate on the latest design trends that are evident in college athletic facilities. This class requires students to attend a multi-day class field trip during which a number of college athletic facilities will be toured. A meeting with an architectural firm will also take place during this class.

590 Internship

[3 SH]

This three semester hour (120 contact hours) internship will be completed within a college or university athletic department, league office, or other area related to college athletics. The internship will be related to the career goals of the students and the students will be expected to plan and complete an in-depth project which will benefit the agency for which they are working.



Business Management

[BM]

Professor Darrell Holliday

Professor Robert Wyatt

Associate Professor Glenn Chappell

Associate Professor Karen Hamilton, *Coordinator of the Business Management major*

Associate Professor Melinda Norris

Assistant Professor Joseph Stevano

Assistant Professor Stephanie Weiss

The Bachelor of Science in Business Management is offered through the Department of Business Administration for Adult Degree Program students. The major prepares students for management positions and general administrative positions. Coker College's strong liberal arts component provides students with a foundation from which to evaluate a business firm's ethical, social and moral responsibilities. The business curriculum builds on that foundation to prepare students for making managerial decisions in the increasingly global and dynamic business environment.

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

BUSINESS MANAGEMENT MAJOR

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

- Be officially admitted to Coker College.
- Complete an official declaration of major form indicating that the student intends to pursue the Business Management major.
- Have completed at least 42 semester hours of college level credit.
- Have a cumulative grade point average of at least 2.25 in all Coker College

coursework.

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

ENG 101	English Composition and Rhetoric I
BM 210	Survey of Accounting
BM 220	Economic Concepts
BM 230	Survey of Marketing
BM 240	Survey of Management
BM 250	Business Law
MAT 203	Elementary Statistics
<i>or</i>	<i>or</i>
MAT 210	College Algebra
<i>or</i>	<i>or</i>
MAT 222	Calculus I

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

Business Administration Major Requirements		SH
BM 310	Financial Statement Analysis	3
BM 320	Business Finance	3
BM 330	Business Correspondence and Communications	3
BM 340	Operations Management	3
BM 341	Human Resources and Organizations	3
BM 350	Leadership and Professional Ethics	3
BM 360	Management Information Systems	3
BM 361	Applied Business Information Management	3
BM 370	Global Business	3
BM 440	Business Policies	3
TOTAL		30

COURSE DESCRIPTIONS

210 Survey of Accounting

[3 SH]

This course is an introduction to financial and managerial accounting principles with exposure to basic accounting statements, processes, and management applications. Prerequisite: MAT 101 or equivalent

220 Economic Concepts

[3 SH]

This course provides student with the essential tools and techniques of economic analysis. Prerequisite: MAT 101 or its equivalent.

230 Survey of Marketing [3 SH]

This course is an introduction to the world of marketing and business principles with exposure to marketing processes and applications.

240 Survey of Management [3 SH]

This course is an introduction to planning, organizing, directing, and controlling activities of a business unit.

250 Business Law [3 SH]

This course is an introduction to legal rights, jurisdiction and the courts, dispute resolution, torts, business crimes, contracts, warranty and product liability, agency, consumer, environmental, employment, and property law.

310 Financial Statement Analysis [3 SH]

This course explores the basic tools necessary to analyze financial statements. It examines ratio analysis, cash flow analysis, balance sheet and income statement analysis, and trend analysis. It focuses on cash flow generation, liquidity, leverage, profitability, and asset utilization.

320 Business Finance [3 SH]

This course discusses the financial environment and examines the basic financial decisions made by financial managers. Time value of money principles are introduced and applied to financial decisions. Capital budgeting, capital structure, and working capital management decisions are emphasized.

330 Business Correspondence and Communications [3 SH]

This course provides skill development in practical application which emphasize the improvement of writing skills necessary for effective business communications.

340 Operations Management [3 SH]

This course focuses on the management of the production function with special attention given to production, inventory, quality, and cost control.

341 Human Resources and Organizations [3 SH]

This course provides an introduction to the principles, practices, and programs relevant to managing human resources in a modern organization.

350 Leadership and Professional Ethics [3 SH]

This course examines leadership approaches and scenarios important to any business or organization. Students will explore ethics from a wide variety of industries to gain an understanding about why ethical choices are important for business professionals. Students will apply specific decision-making approaches and ethical frameworks to develop sound decision-making, effective leadership, and awareness skills

360 Management Information Systems [3 SH]

This course studies the implementation of technology, the social environment of information systems, and how information is managed as an organizational resource and a strategic advantage. Defining and integrating systems that support and align with the operational, administrative, and strategic needs throughout the organization will also be addressed.

361 Applied Business Information Management [3 SH]

The emphasis of this course is hands-on applications of computer software including Windows, database, spreadsheets, and word processing. Students will be exposed in-depth to business uses through simulation projects. Students are also introduced to PowerPoint and other business applications. An analysis of the impact of these programs on the business environment will also be studied.

370 Global Business [3 SH]

This course covers the theory and practice entailed in conducting business enterprises across international boundaries. Thus, corresponding issues and theories related to economics, management, finance, and marketing at the international level will be taught. Students completing this course will be much better prepared to carry out global business activities.

440 Business Policies [3 SH]

This is an integrative capstone/assessment course covering the underlying theory and frameworks that provide the foundations of successful business strategy. Emphasis is placed on the development of the student's ability

Chemistry [CHE]

Associate Professor Gordon Brown, *Coordinator of the Chemistry
and Chemistry Education majors*

Assistant Professor John Hauptfleisch

Assistant Professor Jessica Robbins

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

A major in chemistry consists of a minimum of 32 semester hours in chemistry. Required chemistry courses and required cognate courses are listed below. In addition, chemistry majors must participate in an approved internship, directed research project or independent research project in chemistry, and present an acceptable public seminar on their internship experience or chemical research in their junior or senior year. Biology majors may count CHE 102, 351, 352, 461 and their laboratories toward a double major in chemistry.

Chemistry Major Requirements		SH
CHE 102	General Chemistry II	3
CHE 102L	General Chemistry II Laboratory	1
CHE 351	Organic Chemistry I	3
CHE 351L	Organic Chemistry I Laboratory	1
CHE 352	Organic Chemistry II	3
CHE 352L	Organic Chemistry II Laboratory	1
CHE 381	Physical Chemistry I	3
CHE 382	Physical Chemistry II	3
CHE 382L	Physical Chemistry Laboratory	1
CHE 401	Analytical Chemistry	3

CHE 401L	Analytical Chemistry Laboratory	1
CHE 402	Advanced Inorganic Chemistry	3
CHE 402L	Advanced Inorganic Chemistry Lab	1
CHE 461	Introduction to Biochemistry	3
CHE 480	Chemistry Seminar	1
CHE 490	Research in Chemistry	1-3
MAT 223	Calculus II	4
PHY 203	Calculus Physics I	3
PHY 203L	Calculus Physics I Laboratory	1
PHY 204	Calculus Physics II	3
PHY 204L	Calculus Physics II Laboratory	1
TOTAL		38 - 40

A major in chemistry education includes most of the requirements for a major in chemistry, and additional courses in education and other disciplines as described in the Coker College Teacher Education Bulletin.

A minor in chemistry consists of a minimum of 19 semester hours in chemistry as listed below. Biology majors may count CHE 102, 351, 352, 461, and their laboratories toward a chemistry minor.

Chemistry Minor Requirements		SH
CHE 102	General Chemistry II	3
CHE 102L	General Chemistry II Laboratory	1
CHE 351	Organic Chemistry I	3
CHE 351L	Organic Chemistry I Laboratory	1
CHE 352	Organic Chemistry II	3
CHE 352L	Organic Chemistry II Laboratory	1
AT LEAST TWO COURSES FROM:		
CHE 381	Physical Chemistry I	6
CHE 382	Physical Chemistry II	
CHE 401	Analytical Chemistry	
CHE 402	Advanced Inorganic Chemistry	
CHE 461	Introduction to Biochemistry	
ONE LABORATORY FROM:		
CHE 382L	Physical Chemistry Laboratory	1
CHE 401L	Analytical Chemistry Laboratory	
CHE 402L	Advanced Inorganic Chemistry Laboratory	
TOTAL		19

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

COURSE DESCRIPTIONS

101 General Chemistry I (LA-SCI) [3 SH]

A course in basic chemical principles. Topics include: periodicity, stoichiometry, chemical and nuclear reaction types, coordination chemistry, atomic and molecular nomenclature, structure, and properties. Prerequisite: MAT 101 or its equivalent.

101L General Chemistry I Laboratory (LA-SCI) [1 SH]

Development of laboratory and mathematical skills through experiments designed to illustrate chemical concepts. Pre- or corequisite: CHE 101. Lab fee required.

102 General Chemistry II [3 SH]

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.

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.

201 Forensic Science [3 SH]

An introduction to the principles of Forensic Science including: inorganic and organic characterization techniques, DNA and blood analysis and other various crime scene investigation techniques. This class does not count toward a major or minor in chemistry. Prerequisites: CHE 101 and either BIO 101 or BIO 110.

319 Teaching Secondary School Science [3 SH]

(Cross Reference: BIO 319, EDU 319) Covers methods of teaching general and advanced science. Topics include the use of laboratory materials and replica models, the role of computer simulations, safety practices, NSTA standards, textbook selection criteria and general classroom, laboratory and field trip organization. Also considers the impact of modern science on selected social and ethical issues and how these issues might be considered in a high school science classroom. Prerequisites: EDU 102 and 201, four semester hours of college-level chemistry, four semester hours of college-level biology and completion of 20 hours of clinical internships in public school classrooms. (Offered on demand)

340 Chemistry Internship [1-3 SH]

Designed to give chemistry majors and minors academic credit for experience acquired in supervised work in the field of chemistry. Students will meet with their advisors and the Director of the Center for International and Experiential Education to arrange internship placements. Internships will be supervised by site mentors and evaluated by the chemistry faculty. This course may be repeated for additional credit. Prerequisites: CHE 102 and junior standing.

351 Organic Chemistry I [3 SH]

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.

351L Organic Chemistry I Laboratory [1 SH]

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.

352 Organic Chemistry II [3 SH]

A continuation of CHE 351 emphasizing the chemistry of aromatic and carbonyl compounds. Prerequisites: CHE 351, 351L. Corequisite: CHE 352L.

352L Organic Chemistry II Laboratory [1 SH]

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.

381 Physical Chemistry I [3 SH]

The laws of thermodynamics, chemical kinetics, electrochemistry, and their application to physical and chemical changes of state. Prerequisites: CHE 102, CHE 102L. Pre- or corequisites: PHY 203, PHY 203L, MAT 222. (Offered in alternate years)

382 Physical Chemistry II [3 SH]

Quantum mechanics of model systems and molecular spectroscopy with discussion of practical applications of spectroscopy. Prerequisites: CHE 102, CHE 102L, Pre- or corequisites: PHY 204, PHY 204L, MAT 222. (Offered in alternate years)

382L Physical Chemistry Laboratory [1 SH]

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)

401 Analytical Chemistry [3 SH]

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)

401L Analytical Chemistry Laboratory [1 SH]

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)

402 Advanced Inorganic Chemistry [3 SH]

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)

402L Advanced Inorganic Chemistry Laboratory [1 SH]

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)

461 Introduction to Biochemistry [3 SH]

(Cross Reference: BIO 461) A one-semester, non-laboratory study of carbohydrates, lipids, proteins, nucleic acids, vitamins and enzymes. Prerequisites: BIO 110 or BIO 101: CHE 351, 351L, 352, 352L; or permission of the instructor. (Offered in alternate years)

480 Chemistry Seminar [1 SH]

Participation in departmental and discipline-specific activities designed to prepare students for their public seminar presentation. This course may be repeated for additional credit.

490 Research in Chemistry [1-3 SH]

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.

199, 299, 399, 499 Special Topics [1-12 SH]

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.



Coker College General Courses [CC]

101 Coker College 101

[1 SH]

This course is designed to integrate first-year students academically and socially into the college environment. The students will develop an understanding of the liberal arts education, an appreciation of the values and traditions behind the Coker College experience, and a strong sense of belonging to the College community. The course will improve learning and thinking skills as well as self-management. Students will be required to participate in a personal fitness assessment that will provide basic information on student wellness and will serve as a benchmark pre-test for comparison with the student is enrolled in the required LASP physical education course later in his or her academic career. Additionally, students will be required to attend four wellness activities sanctioned by the Intramurals and Wellness program. This course is required of all traditional day freshmen. (Offered in the fall semester)

102 Career and Major Exploration

[1 SH]

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.

120 Adult Degree Program Success

[3 SH]

This course is designed for non-traditional students to develop an understanding of the liberal arts education; provide a fundamental introduction to the college environment; introduce and/or refresh knowledge of skills crucial to academic success; improve learning and thinking skills; improve self-management; and build a strong sense of belonging to the College community.

Communication [COM]

Associate Professor Richard Puffer, *Coordinator of the Communication major*
Assistant Professor Peter J. Gloviczki
Assistant Professor Jennifer Heusel

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

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

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

Communication Major Requirements		SH
COMMUNICATION CORE		
COM 150	Introduction to Mass Communication	3
COM 330	Communication Theory	3
COM 460	Communication Seminar	3
COM 390 or 490	Communication Internship	3
Upper Level Communication Electives (300-level or above)		3
Communication Electives (any level)		18
TOTAL		33

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.

ART 130: Basic Photography, ART 230: Photography II and ART 170: Introduction to Computer Graphics may be applied to the major in communication, but not to the minor.

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

Communication Minor Requirements		SH
COMMUNICATION CORE		
COM 150	Introduction to Mass Communication	3
COM 330	Communication Theory	3
COM 460	Communication Seminar	3
Upper Level Communication Electives (300-level or above)		3
Communication Electives (any level)		6
TOTAL		18

COURSE DESCRIPTIONS

101 Speech Communication Skills (LA-CORE) [3 SH]

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.

150 Introduction to Mass Communication [3 SH]

A study of the history and theory of mass communication, including print, radio, television, film and the Internet.

160 Interpersonal Communication [3 SH]

This course is a study of the theory, process and practice of interpersonal communication within relationships. The course discusses communication competence and effectiveness including understanding the influence of gender and culture on communication, building a repertoire of skills, and factors influencing the choice of skills to be applied in given situations.

197 Freshman Seminar: Contemporary Issues in Language [1 SH]

This course addresses contemporary issues in language for majors in Communication, English and Spanish. The course will focus on current articles in and essays that explore the power of language in culture.

201 Advanced Public Speaking [3 SH]

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.

230 Scope and Methods

[3 SH]

(Cross Reference: PSY 230, SOC 230) An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology and sociology. Interested non-majors are also welcome.

289 Film Criticism (LA-ART)

[3 SH]

(Cross Reference: ENG 289) A critical analysis of representative films from D. W. Griffith to the present day.

305 Strategies of Persuasion

[3 SH]]

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. Knowledge of persuasion is increasingly important for a thorough understanding of communication in our changing communication environment, and this course will help students be more mindful of that environment.

307 Public Opinion

[3 SH]

(Cross Reference: POL 307, SOC 307) An introduction to the major theories regarding the dynamics of public opinion and the major methods of opinion assessment. Focuses on mass media, propaganda and contemporary social and political issues. Students will conduct a public opinion survey.

321 Voice and Diction

[3 SH]

(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.

330 Communication Theory

[3 SH]

An introduction to theories of interpersonal and public communication, using approaches drawn from the humanist tradition, the behavioral sciences, and linguistics and semiotics.

332 Marketing Communications

[3 SH]

An introduction to advertising and promotion that emphasizes the necessity of consumer orientation. Covers the functions of advertising and merchandising as well as a general study of appeals, layout, copywriting, media, testing, and other areas that contribute to effective advertising and merchandising. Prerequisite: BA 330 or COM 150.

335 History of Media

[3 SH]

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.

350 Broadway and Hollywood Musicals in the Twentieth Century

[3 SH]

(Cross Reference: ENG 350, MUS 350, THE 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theater 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 theater. Class content will also include the cultural and economic history of musical theater and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 102 or ENG 210.

355 Discussions in Media Law and Ethics

[3 SH]

The purpose of this course is to provide students with an understanding of foundational concepts in media law and ethics. The course will focus on 20th and 21st century media law and ethics, with particular attention to seminal moments across time.

360 Studies in New Media

[3 SH]

What are the implications of new media? How are emerging technologies changing the ways that we live, study, and work in our daily lives? This course will provide student with opportunities to consider what's new about the new media environment and what that relative "newness" teaches us about the changing communication environment.

361 Media and Social Change

[3 SH]

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 20th century where mediated communication and/or mass media coverage has helped reflect, if not reinforce, the underlying goals of the movement(s).

362 Media and Memory

[3 SH]

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.

363 Media and Politics

[3 SH]

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.

365 Organizational Communication

[3 SH]

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.

366 Media Relations and Crisis Communication

[3 SH]

This course is designed to provide students with an overview of how the media operates, how they can utilize media to help their organization achieve objectives, and how they can protect their organization's reputation in the wake of either internal or external crisis. The vision for the course is to achieve three primary objectives. First, students will develop a concept of how media works in our society. Second, students will develop basic skills in accessing media. Third, students will develop a foundation for the concept of communication in crisis situations as well as an understanding of how crisis and disaster situations can impact the reputation and function of organization and individuals.

370 Writing for the Media

[3 SH]

(Cross Reverence: ENG 370) This course explores the concept of news in our democratic society and introduces students to the skills needed by reporters in print, broadcast and on-line media. The course teaches students how reporters get information and then shape that information through news writing into stories that are clear, accurate and fit the requirements of the medium for which the reporter is producing the story. Prerequisite: ENG 102 or ENG 210, or permission of the instructor.

372 Principles of Public Relations

[3 SH]

This class is an overview of public relations. Students will learn about the ways that public relations is a too to be used by organization and individuals to accomplish goals in today's world. The course will examine the history, theory, and practice of public relations in a manner that is broadly applicable to and useful for student across the college.

373 Public Relations Writing

[3 SH]

(Cross Reference: ENG 373) An introduction to the preparation of public relations materials typical of business, industry and government. Includes instruction in writing and designing advertising copy, media releases, house organs, newsletters and brochures with some emphasis on oral and audiovisual presentations. Prerequisite: ENG 102 or ENG 210.

375 Script Writing for Radio, Television, and Film [3 SH]

(Cross Reference: ENG 375, THE 375) A workshop designed to teach script writing formats for advertising, dramatic and documentary productions. Prerequisite: ENG 102 or ENG 210, or permission of the instructor.

377 Student Publications [1-3 SH]

(Cross Reference: ENG 377) A course for students wishing to continue work on student publications after COM/ENG 370 - Writing for the Media. Depending on the student's interest and the department awarding credit, the course may involve one or more of the following tasks in conjunction with the campus newspaper, yearbook, or literary magazine: writing, editing, photography, illustration, layout, design. May be taken up to four times for credit. A student may not receive more than a total of 15 hours of credit for internship and student publications courses. A student may not apply to the communication major more than a total of 9 semester hours of credit for internship and student publications courses. Prerequisite: COM 370 or ENG 370, or permission of the instructor.

380 Video Production [3 SH]

An introduction to single-camera video production using Final Cut Pro. Students will learn basics of lighting, shooting, and editing digital video.

384 World Cinema (LA-CDV) [3 SH]

A comparison and contrast of work from a selection of major national film industries, which will include the film cultures of Europe, Asia, Africa, and South America. The class will present works that both follow and challenge the dominant Hollywood narrative model, as well as consider globalized, transnational productions. Prerequisite: ENG 102 or ENG 210, or permission of the instructor.

385 Nonfiction Film and Video [3 SH]

A study of approaches and styles in nonfiction film and video production. Includes screening and discussion of classic works by documentary artists such as Flaherty, Dziga Vertov, Grierson, and Leacock, as well as more contemporary film- and video-makers.

460 Communication Seminar [3 SH]

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 or permission of the instructor.

190, 290, 390, 490 Internship [1-12 SH]

Designed to give communication majors academic credit for experience acquired in supervised work in the field of communication. Internships are arranged in areas such as journalism, broadcasting, public relations and corporate communication. Students will meet with their advisors and the Director of the Center for International and Experiential Education to arrange internship placements. Internships will be supervised by trained personnel and evaluated by faculty in the communication program. May be repeated for credit at a different internship site. A student may not receive more than a total of 15 hours of credit for internship and student publications courses. No more than 12 hours of internship credit may be taken in any one internship. A student may not apply to the major more than a total of 9 semester hours of credit for internship and student publications courses.

199, 299, 399, 499 Special Topics [1-12 SH]

Courses offered at the discretion of the communication faculty in areas such as: media history, theory and criticism; rhetorical history, theory and criticism; interpersonal and group communication; journalism. May be repeated for credit when topics vary.

Computer Science [CS]

Associate Professor Ze Zhang, *Coordinator of the Computer Science major*
Assistant Professor Paul Dostert

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

The major in computer science leads to a Bachelor of Arts degree. All computer science majors are required to take a 27-28 semester hour core curriculum consisting. All courses in the core must be completed with a minimum grade of 2.0. Students must select 12 additional semester hours in computer science. At least nine of these hours must be at the 300 or 400 level.

Computer Science Major Requirements		SH
COMPUTER SCIENCE CORE		
CS 110	Computer Science I	4
CS 111	Computer Science II	4
CS 201	Discrete Structures	3
CS 210	Data Structures and Algorithm Analysis	4
CS 340	Computer Organization	3
CS 375	Computational Methods	3
CS 491	Seminar I	1
CS 492	Seminar II	1
CS 493	Seminar III	1
MAT 223 or MAT 315	Calculus II or Linear Algebra	3 - 4

Upper Level Computer Science Electives (300-level or above)	9
Computer Science Electives (any level)	3
TOTAL	39 - 40

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

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

Computer Science Minor Requirements		SH
COMPUTER SCIENCE CORE		
CS 110	Computer Science I	4
CS 111	Computer Science II	4
CS 201	Discrete Structures	3
CS 210	Data Structures and Algorithm Analysis	4
Upper Level Computer Science Electives (300-level or above)		6
TOTAL		21

COURSE DESCRIPTIONS

110 Computer Science I (LA-CORE)

[4 SH]

An introduction to computer architecture, computer systems, number systems, logic circuits, and current software applications; fundamentals of computer programming and problem solving using C++ programming language applied to real world examples; basics of program-writing environment, simple data types, expressions, control structures, iteration, functions, arrays, and introduction to object-oriented programming. CS 110 includes a one-semester hour laboratory course, with two laboratory hours per week. Prerequisite: MAT 101.

111 Computer Science II

[4 SH]

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.

125 Applied Computer Science (LA-PA)

[3 SH]

An introduction to computer science applications. Students will learn fundamentals of computer architecture, computer systems, basic web programming, and programming I a high level language. Prerequisite: MAT 101.

197 Freshman Mathematics and Computer Science Seminar

[1 SH]

(Cross Reference: MAT 197) The purpose of this course is to begin to train students in techniques that will assist them in the successful completion of a degree in mathematics or computer science. The course will also introduce students to careers in mathematics and computer science.

201 Discrete Structures [3 SH]

(Cross Reference: MAT 201) An introduction to logic and methods of proof, algorithms, counting, Boolean algebra, graph theory, and finite state machines. Pre- or corequisite: CS 110 or MAT 222 or permission of the instructor.

210 Data Structures and Algorithm Analysis [4 SH]

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.

220 Introduction to Database [3 SH]

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.

290 High Level Language [3 SH]

An introduction to a high level language such as Java, Ada, Pascal, or others as needed. Prerequisites: CS 110 and one other computer science course or permission of the instructor.

301 Assembly Language [3 SH]

An introduction to assembly language including linkers, loaders, macro processors and system architecture. Prerequisites: CS 110 and one other computer science course.

330 Web Programming [3 SH]

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.

340 Computer Organization [3 SH]

Basic computer architecture and organization, including registers, bus, CPU, ALU, RAM, and I/O using digital logic. Students will build a virtual computer with a logic simulator and create their own machine code instruction set in which to write simple programs. Prerequisite: CS 201.

370 Graphical User Interface [3 SH]

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.

375 Computational Methods [3 SH]

(Cross Reference: MAT 375) An introduction to computational and numerical mathematics. Topics include computer arithmetic, error propagation, roundoff error, root finding methods, numerical differentiation, numerical integration, and polynomial interpolation. Prerequisite: MAT 223, CS 110 or permission of the instructor.

410 Parallel Programming [3 SH]

Theoretical and practical aspects of concurrency in modern computers. Topics include hardware and software for shared memory, distributed memory, and hybrid systems. Prerequisite: CS 210 and MAT 315.

475 Numerical Analysis [3 SH]

(Cross Reference: MAT 475) Numerical linear algebra, numerical solutions to differential equations, and analysis of algorithm stability and accuracy. Prerequisite: MAT 315, 316, 375, or permission of the instructor.

491 Seminar I**492 Seminar II****493 Seminar III****[1 SH EACH]**

(Cross Reference: MAT 491, 492, 493) This capstone course sequence is intended to give students exposure to research in mathematics or computer science, presentation skills, and technical writing. Students will work with an assigned faculty member to select a research topic. With minimal supervision from faculty, students are expected to research appropriate resources, analyze and solve problems related to the content topic and its applications, organize and deliver presentations using technology, and write a final paper. For one of the seminar courses, students may participate in a practicum in which they are supervised in a content-related work environment. Students are expected to show growth during the sequence in the areas of creative and analytical thinking, and effective writing and speaking, and demonstrate in 493 that they can do senior-level work.

Prerequisites: Junior or Senior standing in the major, MAT 222 and nine additional hours toward the major, or permission of the instructor.

494 Research in Computer Science**[1-3 SH]**

Directed independent research in computer science. Students will be encouraged to present their research in the form of a poster or presentation at a scientific conference. This course may be repeated for additional credit.

Prerequisite: permission of the instructor. (Offered on demand)

199, 299, 399, 499 Special Topics**[1-12 SH]**

To be offered at the discretion of the computer science faculty either as a directed research project or for non-listed course offerings such as: Computer Graphics, Computer Games, Operating Systems, Computational Linear Algebra, or High Performance Computing.

Criminology [CRIM]

Professor Michael Siegfried, *Coordinator of the Criminology major*

Assistant Professor Todd Couch

Assistant Professor Trina Rose

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

A major in criminology consists of 30 semester hours of criminology courses. Criminology majors take a 12-semester hour core curriculum along with 18 semester hours of criminology electives. Students contemplating employment in a criminal justice agency should take CRIM 431: Practicum in Criminology. Students considering careers in criminal justice agencies are encouraged to satisfy the Liberal Arts Studies Program non-native language requirement with Spanish. Psychology and social work are helpful minors.

Criminology Major Requirements		SH
CRIMINOLOGY CORE		
CRIM 200 <i>or</i> SOC 101	Introduction to Criminology <i>or</i> Introduction to Sociology	3
CRIM 450 <i>or</i> CRIM 451	Advanced Seminar in Criminological Theory <i>or</i> Seminar in Empirical Criminology	3
SOC 308	Introduction to Sociological Research	3
SOC 408	Advanced Sociological Research	3
Criminology Electives		18
TOTAL		30

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

Criminology Minor Requirements		SH
CRIM 200 <i>or</i> SOC 101	Introduction to Criminology <i>or</i> Introduction to Sociology	3

Upper Level Criminology Electives (300-level or above)	12
Criminology Electives (any level)	3
TOTAL	18

COURSE DESCRIPTIONS

200 Introduction to Criminology (LA-BEH) [3 SH]

(Cross Reference: SOC 200) This course is a broad introduction to the study of crime. Attention is given to criminological theory; sources of criminological data; legal processes that define crime; types of crime, including homicide, sexual assault, theft, white collar and organized crime; and how they relate to social problems. Law enforcement, courts and corrections will be discussed. This course satisfies a Liberal Arts Studies Program behavioral science requirement for non-criminology majors.

302 Forensic Psychology [3 SH]

(Cross Reference: PSY 302) An introduction to the basic concepts in the application of psychological principles and theories to the areas of criminal justice and forensic psychology. Prerequisite: PSY 101

338 Domestic Violence [3 SH]

This course is designed to provide 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 as well as the role of criminal justice, child welfare, and other larger systems involved with perpetrators and their families. Part three focuses on the political and social content of evaluating domestic violence services and resources.

339 Substance Abuse [3 SH]

(Cross Reference: PSY 339, SOC 339) This course is designed to inform 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.

341 Child Abuse and Neglect [3 SH]

(Cross Reference: SWK 341) This course examines child maltreatment, including the history of child welfare, definitions and types of maltreatment, family dysfunction, public policy, interventions, treatment resources, and prevention. Various aspects of child abuse and neglect are explored, as applied to individuals, families, groups, organizations, and communities.

345 Crisis Intervention [3 SH]

(Cross Reference: PSY 345) The study of theory and models of crisis intervention and intervention techniques as they apply to a variety of traumatic events. Emphasis is placed on assessment and application of appropriate response intervention through role-play. Prerequisite: PSY 101 and permission of the instructor.

350 Juvenile Delinquency [3 SH]

(Cross Reference: SOC 350) An introduction to the sociological study of youthful offenders, including theories of delinquency, macro and micro conditions associated with delinquency, and the juvenile justice system. (Offered in alternate years)

351 The Sociology of Law [3 SH]

(Cross Reference: SOC 351) An introduction to the sociology of law beginning with 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.

352 Social Control and Corrections [3 SH]

(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.

353 The Sociology of Law Enforcement [3 SH]

(Cross Reference: SOC 353) The sociological study of police in modern society as agents of social control. A detailed look at the history, functions and duties of law enforcement officers.

354 Violent Crime [3 SH]

(Cross Reference: SOC 354) An analysis of the varieties of homicide and sexual assaults emphasizing theoretical explanations and empirical findings. (Offered in alternate years)

355 White Collar Crime [3 SH]

(Cross Reference: SOC 355) An introduction to corporate and governmental crime. Topics include corporate violations, abuse of power and office, business frauds, accounting frauds, and crime in the health care, banking and insurance industries. Emphasis is placed on the mechanisms and schemes used to steal millions of dollars.

356 Organized Crime [3 SH]

(Cross Reference: SOC 356) An introduction to criminal organizations including the Mafia, Yakusa, Triads and drug cartels, and their historical evolution. Emphasis is on the nature and types of illegal activities, including illegal drugs, extortion, gambling, loansharking, human trafficking, prostitution, international trafficking in stolen cars, money laundering, and others. Applicable federal organized crime statutes are also covered.

357 Women, Crime, and Criminal Justice [3 SH]

(Cross Reference: SOC 357) This course explores three aspects of women and crime: Women as offenders, victims, and control agents. It examines women's treatment and experience in the criminal justice system as perpetrators, victims and participants.

358 Race, Class and Criminal Justice [3 SH]

(Cross Reference: SOC 358) This course examines 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.

371 Political Assassinations in the United States [3 SH]

(Cross Reference: POL 371, SOC 371) An examination of political assassinations in the United States, with a focus on the assassinations of John and Robert Kennedy, and Martin Luther King, Jr. Causal factors, the role of government, forensic procedures, national security declassification, as well as implications for society, will be explored.

431 Practicum in Criminology [3-6 SH]

(Cross Reference: SOC 431) Involves full-time internship with an agency in the criminal justice system during the senior year in chosen area of specialization. The student is supervised by agency personnel and meets regularly with his or her faculty instructor.

447 Business Ethics [3 SH]

(Cross Reference: BA 447, SOC 447) This course provides an increased understanding of some concepts of moral philosophy and their relevance to decision making and an improved ability to apply this understanding in a wide variety of practical management settings. Includes an examination of corporate espionage, bribery, antitrust, merger, and environmental issues. Prerequisites: junior standing and permission of the Department of Business Administration.

450 Advanced Seminar in Criminological Theory [3 SH]

(Cross Reference: SOC 450) Advanced reading and discussion of major works in criminological theory covering all perspectives. Prerequisite: One lower-level criminology course.

199, 299, 399, 499 Special Topics [1-12 SH]



Dance [DNC]

Associate Professor Angela Gallo, *Coordinator of the Dance major*

Assistant Professor Kristin Hapke

Assistant Professor Meredith Sims

The dance major at Coker College offers students a broad range of courses that prepare them for several career options in dance and provides the opportunity for some students to enter advanced professional training. In keeping with the mission of Coker College and the Department of Dance, Music and Theater, 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 as a performer, choreographer, dance educator, movement therapist/analyst, or dance advocate. We strive to develop thoughtful and active artists in the classroom, studio, and world.

The dance major is comprised of the Bachelor of Fine Arts (BFA) and Bachelor of Arts (BA) degree tracks. In the BFA, there are three options: Dance with an emphasis in Performance and Choreography, Dance with an emphasis in Dance/Movement Therapies, and Dance Education.

The BFA will be at least 75 semester hours of instruction in dance studio and theory courses which enables the student not only to dance skillfully and with artistry but also to discuss and analyze dance in a scholarly manner. This ensures that graduates in dance are prepared both for performance-related work and for additional study at the graduate level. The selection of an emphasis area allows the dance major to tailor the major program to his or her personal career goals.

For the BFA degree, the core requirements include 39 semester hours in modern and ballet techniques, composition, history of dance, improvisation, dance science, rhythmic analysis, and other supporting courses. Specialized tracks in Performance and Choreography, Dance and Movement Therapies or Dance Education round out the major. Any student wishing to pursue one of the BFA degree tracks must pass an entrance audition.

For the BA degree, the requirements include 39 semester hours in the core and nine additional semester hours of instruction in dance studio and theory courses in modern and ballet techniques, composition, and other supporting courses to round out the major.

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 culminate in a graded informal concert showing. Specific prerequisites are listed under each course.

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

Degree Tracks

PERFORMANCE/CHOREOGRAPHY

In addition to the core major courses, students pursuing the performance/choreography track will take additional courses in dance technique, performance, and composition to further develop their skills as a performing and creative artist.

Bachelor of Fine Arts in Dance – Performance and Choreography Requirements		SH
DANCE CORE		39
DNC 205	Ballet II (<i>second semester</i>)	2
DNC 265, 365, or 465	Dance Practicum (<i>3 additional practica</i>)	3
DNC 290	Modern Dance Technique II (<i>1 additional semester</i>)	2
DNC 305	Ballet III (<i>1 additional semester</i>)	2
DNC 305 or DNC 405	Ballet Technique III or IV (<i>1 additional course</i>)	2
DNC 330	Repertory Dance Company (<i>2 semesters</i>)	2
DNC 340	Movement Analysis	3
DNC 371	Dance Composition II	3
DNC 390	Modern Dance Technique III (<i>second semester</i>)	2
DNC 390 or DNC 490	Modern Dance Technique III or IV (<i>1 additional course</i>)	2
DNC 405 or DNC 490	Ballet Technique IV or Modern Dance Technique IV	2
DNC 450	Advanced Composition	3
DNC 480	Senior Thesis	3
TWO ADDITIONAL HOURS SELECTED FROM:		2
DNC 101	Beginning Tap	
DNC 106	Jazz Technique I	
DNC 201	Intermediate Tap	
DNC 206	Jazz Technique II	
TWO ADDITIONAL DANCE ELECTIVES <i>May not be taken from ballet or modern technique classes</i>		4
TOTAL		76

MOVEMENT ANALYSIS/THERAPIES

In addition to the core major courses, students pursuing the dance/movement therapies track will take additional courses in movement therapy, somatics, psychology, and dance science to explore methods and techniques for using dance as a form of therapy.

Bachelor of Fine Arts in Dance – Dance/Movement Therapies Requirements		SH
DANCE CORE		39
DNC 205	Ballet II (<i>second semester</i>)	2
DNC 290	Modern Dance Technique II (<i>1 additional semester</i>)	2
DNC 305	Ballet III (<i>1 additional semester</i>)	2
DNC 305 or DNC 405	Ballet III or IV (<i>2 additional courses</i>)	4
DNC 321	Injury Prevention	3
DNC 325	Introduction to Dance/Movement Therapy	3
DNC 340	Movement Analysis	3
DNC 390	Modern Dance Technique III (<i>second semester</i>)	2
DNC 390 or DNC 490	Modern Dance Technique III or IV (<i>2 additional courses</i>)	4
DNC 480	Senior Thesis	3
PSY 343	Counseling and the Creative Arts	3
ONE ADDITIONAL COURSE SELECTED FROM:		3
PE 333	Adapted Physical Education	
PE 426	Nutrition in Sport and Fitness	
PSY 200 or PSY 201	Human Development: Conception until Puberty or Human Development: Puberty until Death	
PSY 306	Abnormal Psychology	
TWO ADDITIONAL DANCE ELECTIVES <i>May not be taken from ballet or modern technique classes</i>		2
TOTAL		75

DANCE EDUCATION

In addition to the core major courses, student pursuing the dance education track will take courses that include dance teaching methods, creative dance for children, world dance forms and other courses through the Wiggins School of Education. Students will also complete a student internship in the public schools during their final semester. Beginning Fall 2015, the degree will include K-12 teaching certification.

Bachelor of Fine Arts in Dance – Dance Education Requirements		SH
DANCE CORE		39
DNC 245	World Dance Forms	1
DNC 350	Dance Teaching Methods	3
DNC 355	Junior Dance Seminar	1
DNC 371	Composition II	3
DNC 452	Creative Dance for Children	3
ONE ADDITIONAL HOUR SELECTED FROM:		1
DNC 101	Beginning Tap	
DNC 106	Jazz Technique I	
DNC 201	Intermediate Tap	
DNC 206	Jazz Technique II	
PROFESSIONAL EDUCATION COURSES:		
EDU 102	Introduction to Education	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
TOTAL		75

The BA degree is a less intense degree and is an option for those students wishing to double major in another field of study. It includes the core major courses, with nine additional semester hours of instruction in dance studio and theory courses in modern and ballet techniques, composition, and other supporting courses.

Bachelor of Arts in Dance Requirements		SH
DANCE CORE		39
DNC 371	Dance Composition II	3
DNC 480	Senior Thesis	3
ONE ADDITIONAL HOUR SELECTED FROM:		1
DNC 101	Beginning Tap	
DNC 106	Jazz Technique I	
DNC 201	Intermediate Tap	
DNC 206	Jazz Technique II	
TWO ADDITIONAL DANCE ELECTIVES <i>May not be taken from ballet or modern technique classes</i>		2
TOTAL		48

DANCE MINOR

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 minus.

Dance Minor Requirements		SH
DNC 105, 205, 305, or 405	Ballet Techniques (two semesters)	4
DNC 200, 290, 390, or 490	Modern Dance Technique (two semesters)	4
DNC 210	Dance Improvisation	2
DNC 225	Dance Conditioning	2
DNC 240	Dance History	3
DNC 370	Dance Composition I	3
ONE ADDITIONAL COURSE IN JAZZ OR TAP TECHNIQUE		1
TOTAL		19

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.

COURSE DESCRIPTIONS

100 Beginning Modern Dance Technique for Non-Majors [2 SH]

Designed to provide the student with basic 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. Designed for those students with no experience or limited experience in dance. May be repeated for additional credit.

101 Beginning Tap [1 SH]

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.

103 Dance Appreciation (LA-ART) [3 SH]

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 Liberal Arts Studies Program requirements for dance majors.

104 Ballet for Non-Dance Majors [2 SH]

This course will provide the student with a basic foundation of the ballet vocabulary, its exercises at the barre and combinations in center work. Designed for non-majors and Dance minors. May be repeated for additional credit.

105 Ballet Technique I [2 SH]

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.

106 Jazz Technique I [1 SH]

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.

150 Introduction to Dance Production [1 SH]

A survey of basic techniques and practices used in the technical side of dance, including lighting design, construction and stage management. This course may be taken concurrently with DNC 160 Dance Practicum

155 Freshman Dance Seminar

255 Sophomore Dance Seminar

355 Junior Dance Seminar [1 SH EACH]

Freshman seminar, sophomore seminar and junior seminar are designed to assist dance majors with preparation for careers in dance, for the sophomore review, for graduate study in dance and for the senior thesis capstone project. This sequence ensures that students are actively engaged in locating career opportunities in dance every year leading up to the senior year. Open to dance majors only.

160, 260, 360, 460 Dance Practicum [0 SH]

A course providing practical experience either performing in a dance production or working as backstage crew. Every year, for the student choreographed showcase, the dance major will complete a dance practicum.

162 Practicum in Dance (Backstage/Technical Work) [1 SH]

A course providing practical experience working as backstage crew for a dance production.

165, 265, 365, 465 Dance Practicum [1 SH]

A course providing practical experience either performing in a dance production or working as backstage crew. Every year, for the faculty and guest artist choreographed concert, the dance major will complete a dance practicum.

200 Modern Dance Technique I [2 SH]

Designed to provide the student with a movement foundation and understanding of modern dance. Students will explore aspects of modern technique including basic movement principles, spatial awareness and dynamics to enhance kinesthetic awareness and personal expression. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisite: Dance major status or permission of the instructor.

201 Intermediate Tap [1 SH]

An intermediate to advanced course that provides student with an extended history of tap dancing including choreographers and profound works, comprehensive terminology, and a deeper focus on rhythmical structure and percussive accurateness, while enhancing the performance quality. May be repeated for additional credit. Prerequisite: DNC 101 and permission of the instructor.

205 Ballet Technique II [2 SH]

This course will continue progressing through the ballet vocabulary and becoming more complex as it progresses and expands the barre work and center combinations. There will be more focus on dynamic alignment and use of epaulément. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisite: DNC 105 and permission of the instructor.

206 Jazz Technique II [1 SH]

This course builds upon principles learned in DNC 106 including specific jazz dance techniques with more complex phrasing and musicality. Students will experience a greater range of movement qualities and approaches to jazz technique ranging from the jazz masters to contemporary jazz elements. May be repeated for additional credit. Prerequisite: DNC 106 and permission of the instructor.

210 Dance Improvisation [2 SH]

This course provides the student opportunities to explore the processes of discovering, creating, and performing movement spontaneously. The study of improvisation will enhance dance technique development and serve as a useful tool for choreography and performance. Through physical contact, weight sharing, group and solo improvisations, listening and problem solving skill will be developed.

225 Dance Conditioning [2 SH]

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.

240 Dance History (LA-ART) [3 SH]

This course serves as a concise history of ballet and modern dance as a performing art. This course focuses primarily on western dance from the 15th 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.

245 World Dance [1 SH]

This course is designed to introduce students to dance styles from around the world including social, folk, and religions forms. Special attention will be made to the teaching and learning of these forms.

250 Rhythmic Analysis [3 SH]

A course designed to enable the student to recognize and implement fundamental rhythmic and musical forms to dance technique and composition. Research in historical music periods and the corresponding works of composers is covered through listening lab experience and text. Prerequisite: Declared dance major.

290 Modern Technique II [2 SH]

This course expands on the principles from level I with greater emphasis on articulation and connectivity, complexity of movement phrases, musicality, and artistry. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisite: DNC 200 and permission of the instructor.

305 Ballet Technique III

405 Ballet Technique IV [2 SH EACH]

The sequence of classes beginning at Level III and IV provides the student with an intermediate to advanced use of the ballet vocabulary, its exercises at the barre and combinations in center work. There will be focus on more complex phrasing and refining epaulément and battu. Placement at the appropriate level for the student will be determined by faculty assessment per academic term. May be repeated for additional credit. Prerequisites: DNC 105, DNC 205, DNC 225, and permission of instructor.

320 Dance Science [3 SH]

This course will provide students with an overview of the muscular and skeletal anatomy as it relates to dance. The course will also briefly cover the different systems of the body, such as nervous, digestive, cardiovascular, etc. This course will also seek to provide a greater understanding of anatomy through experiential exercises that are designed to help students become more aware their bodies, movement, and posture habits. Prerequisite: DNC 225; open to dance majors only.

321 Injury Prevention [3 SH]

This course will provide student with an overview of dance injuries and the anatomical variances that contribute to them. Students will learn how technical faults can affect their dance training and the longevity of a performing career. The course will also seek to provide a greater understanding of how to manage and rehabilitate injuries. Prerequisites: DNC 225 and DNC 320; open to dance majors only.

325 Introduction to Dance/Movement Therapy [3 SH]

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.

330 Coker Repertory Dance Company [1 SH]

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.

340 Movement Analysis

[3 SH]

This course looks at describing, classifying, and understanding movement through the dynamic system known as Laban Movement Analysis, developed by Rudolf Laban. Through study and physical exploration of the Body, Space, Effort and Shape concepts, the students will develop skills in observing and analyzing the movements of others while examining patterns and preferences of their own. This course material is valuable to students in a range of disciplines and career paths including choreography, performance, movement therapy, physical therapy and education. The research and creative projects will be applicable to the students' individual areas of study. Prerequisites: DNC 210 and DNC 370.

350 Dance Teaching Methods

[3 SH]

This course is designed to prepare students to teach dance in the K-12 school system. This course covers a variety of pertinent topics such as designing curriculum, creating lesson and unit plans, meeting national and state standards, observing dance educators, and field experience teaching dance in the K-12 classroom. Strategies for teaching dance to a variety of populations will be included. Prerequisite: Permission of the instructor is required for non-dance majors.

370 Dance Composition I

[3 SH]

This course will explore different choreographic forms, structures, and the creative process. Different choreographic devices and improvisation skills will be used to expand personal movement vocabularies and help develop choreography focusing on the solo form. Prerequisite: DNC 250.

371 Dance Composition II

[3 SH]

Allows students to further develop skills learned in Composition I with an emphasis on expanding choreographic skills for duets and small groups. There will be more focus on continuing to expand movement vocabulary and developing artistic expression and performance quality. Prerequisites: DNC 250 and DNC 370.

390 Modern Dance Technique III

490 Modern Dance Technique IV

[2 SH EACH]

Progression in the higher levels of modern technique will continue to develop the student's capacity of artistry, skill, and development as a dancer. A wide range of styles and techniques will be given with a greater complexity of movement phrases, spatial and dynamic relationships to prepare the student with a professional based training. Placement at the appropriate level for the student will be determined by faculty assessment each academic term. May be repeated for additional credit. Prerequisites: DNC 200, DNC 225, DNC 290, and permission of instructor.

450 Advanced Composition and Analysis

[3 SH]

A study of technical and compositional forms aiming to create an artistic whole. This lecture/laboratory course stresses movement analysis, composition, aesthetic interpretation and experimental modes of presentation, including dance for camera. This course will also cover how acting applies to dance and choreography. Prerequisites: DNC 250, DNC 370, DNC 371.

452 Creative Dance for Children

[3 SH]

This course provides theories and approaches to creative movement when working with young children. Students will learn how to use the dance elements of space, time, and force to create lessons appropriate for children. This course is a practical-based design with students observing and experiencing creative movement lessons in the school system.

480 Senior Thesis

[3 SH]

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 tract of study in the dance program. Required during last semester of dance major.

299, 399, 499 Special Topics

[1-12 SH]

Offered on demand for independent study purposes in the major or minor program. Prerequisite: consultation and approval through dance faculty prior to course registration.

Education [EDU]

Professor Darlene Maxwell, *Coordinator of the Early Childhood Education major*

Associate Professor Susan Henderson

Associate Professor Sandra McCloy

Assistant Professor Karen Carpenter, *Coordinator of the Elementary
Education major*

Assistant Professor Ryan Higgins

Assistant Professor John E. Williams, *Coordinator of the Social Studies
Education major*

The Wiggins School of Education at Coker College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers all initial teacher preparation programs at Coker College. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

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)
- Chemistry Education (9-12)
- Early Childhood Education (PK-3)
- Elementary Education (2-6)
- English Education (9-12)
- Mathematics Education (9-12)
- Music Education (PK-12)
- Physical Education (PK-12)
- Social Studies Education (9-12)

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.

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

Admission to Coker College does not guarantee admission to the Teacher Education Program. Prior to making application, one must pass all portions of the Praxis I examination or obtain an SAT score of 1650 or greater (1100 for exams taken prior to March 1, 2005) or an ACT score of 24 or greater. 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 course work, and admission must be achieved two semesters prior to beginning student teaching.

LIBERAL ARTS STUDIES PROGRAM COURSE REQUIREMENTS FOR ALL TEACHING MAJORS ARE LISTED BELOW:

Core Skills
COM 101
ENG 100
ENG 101
ENG 102 or 210 (upon advice of English department; not required for education majors in music)
MAT 203, MAT 210, MAT 220, MAT 222, or CS 110
Non-Native Language at the 102 college level (no language requirement for education majors in music)
PE 120 or PE 215
Knowledge of the Arts
For Early Childhood and Elementary Education: 3 SH from ART 180 or MUS 230 3 SH from any of the other courses, or the course not taken above
For Art, Biology, Chemistry, English, Mathematics, Physical, and Social Studies Education: 6 SH from any approved courses in two different disciplines
For Music Education: 3 SH from approved courses, excluding MUS 230
Knowledge of Behavioral Sciences
Psychology (3 SH)
For Early Childhood and Elementary Education: EDU/PSY 200

For Biology, Chemistry, English, Mathematics, and Social Studies Education: EDU/PSY 201
For Art, Music, and Physical Education: either EDU/PSY 200 or 201
3 SH from any other approved course in a different discipline
Knowledge of Cultural Diversity
GPY 201 and
Knowledge of the Humanities
HIS 210 or HIS 211 and
PHI 205 or REL 204
Knowledge of the Mathematical and Natural Sciences
BIO 101, BIO 102 or BIO 110 (for Biology Education: BIO 110 ; for Chemistry Education: either BIO 101 or 110) and
CHE 101, GEO 101, GEO 102, PHY 101, or PHY 201 (for Biology and Chemistry Education: CHE 101) and
The associated laboratory for each chosen science lecture course (for English Education: one associated laboratory of a chosen science lecture course)
Knowledge of the United States
HIS 202

PROFESSIONAL EDUCATION AND AREA OF SPECIALIZATION

Early Childhood Education Major Requirements		SH
EDU 102	Introduction to Education	3
EDU 200	Human Development: Conception until Puberty	3
EDU 203	Pre-School Behavior	3
EDU 211	Language Arts Methods	3
EDU 216	Teaching Primary & Elementary School Mathematics I	3
EDU 217	Teaching Primary & Elementary School Mathematics II	3
EDU 301	Connecting Home, School, and Community	3
EDU 302	Early Childhood Organization and Curriculum	3
EDU 306	Reading Methods I	3
EDU 307	Reading Methods II	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
ENG 251	Children's Literature	3
ART 290 <i>or</i> MUS 361	Art in the Public Schools <i>or</i> Music for Elementary Teachers	3
TOTAL		66

Elementary Education Major Requirements		SH
EDU 102	Introduction to Education	3
EDU 200	Human Development: Conception until Puberty	3
EDU 211	Language Arts Methods	3
EDU 216	Teaching Primary & Elementary School Mathematics I	3
EDU 217	Teaching Primary & Elementary School Mathematics II	3
EDU 301	Connecting Home, School, and Community	3
EDU 306	Reading Methods I	3
EDU 307	Reading Methods II	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
ENG 251	Children's Literature	3
ART 290 <i>or</i> MUS 361	Art in the Public Schools <i>or</i> Music for Elementary Teachers	3
TOTAL		60

COURSE DESCRIPTIONS

100 Teacher Cadet

[3 SH]

Coker College awards three hours of elective college credit to South Carolina high school students who complete Teacher Cadet programs approved by the South Carolina Department of Education (Center for Education Recruitment, Retention, and Advancement - <http://www.cerra.org/cadets>). Students enrolling at Coker may apply this credit toward their degree. Students who receive EDU 100 credit by completing the Teacher Cadet program at a Coker partner school may also have this credit reviewed by other institutions for possible transfer credit.

102 Introduction to Education

[3 SH]

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. Visits in local classrooms to observe, and possibly help, are important course requirements. Presents 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; an introduction to basic principles of pedagogy; and an orientation to the National Council for Accreditation of Teaching Education (NCATE) and the South Carolina Department of Education standards.

200 Human Development: Conception until Puberty (LA-BEH)

[3 SH]

(Cross Reference: PSY 200) An overview of life-span development (physical, psychological and social) with an emphasis on conception until puberty. A field experience (10 hours minimum) in public school or social service agency setting is required. Other settings will be considered on a case by case basis.

201 Human Development: Puberty until Death (LA-BEH)

[3 SH]

(Cross Reference: PSY 201) An overview of life-span development (physical, psychological and social) with an emphasis on adolescence. A field experience (10 hours minimum) in public school or social service agency setting is required. Other settings will be considered on a case by case basis.

203 Pre-School Behavior

[3 SH]

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 Prerequisites: EDU 102 and 200.

208 Handwriting for the Classroom Teacher

[1 SH]

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.

211 Language Arts Methods

[3 SH]

Presents instructional strategies for teaching primary and elementary school language arts topics; listening, speaking, reading, writing (spelling, grammar, and handwriting), viewing and visually representing. Discusses research findings and their classroom applications. Strategies for the diverse learner are addressed. Prerequisites: ENG 101 and EDU 200.

216 Teaching Primary and Elementary School Mathematics I

217 Teaching Primary and Elementary School Mathematics II

[3 SH EACH]

Covers and integrates the necessary content and methods for teaching primary and elementary school mathematics. Problem solving, critical thinking and mental arithmetic are emphasized. Topics include probability and statistics, data interpretation, computational shortcuts, geometry, measurement, functions and graphing, calculator and computer usage, diagnosis and remediation, teaching the standard algorithms, manipulative activities, learning games, textbook selection and general classroom organization. Prerequisites: EDU 102 and 200. EDU 216 is prerequisite for EDU 217.

218 Teaching Secondary School Mathematics

[3 SH]

(Cross Reference: MAT 218) 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. Prerequisites: EDU 102 and 201, MAT 210, completion of 20 hours of clinical internships in public school classrooms, a college-level course in computer programming or permission of the instructor.

301 Connecting Home, School, and Community [3 SH]

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' rolls in concert with other disciplines in supporting families, building partnerships, and connecting with community resources. The 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. Prerequisite: EDU 200.

302 Early Childhood Organization and Curriculum [3 SH]

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. Prerequisite: EDU 203.

306 Reading Methods I [3 SH]

Presents an overview of reading programs and focuses on emergent literacy topics and word recognition strategies. Candidates assess, plan, instruct, and reflect on best practice Prerequisites: 102, EDU 200, EDU 211, and ENG 101.

307 Reading Methods II [3 SH]

Presents an in-depth study of comprehension instruction and fluency-building methods. Candidates assess, plan, instruct, and reflect on best practice. Prerequisite: EDU 306.

308 Reading for the Secondary Teacher [3 SH]

Considers the causes of student failure in specific content areas, techniques of diagnosing and teaching both content and skills, strategies for developing content-related comprehension and study skills, and criteria and strategies for evaluating, selecting and using curriculum materials. Prerequisites: EDU 102, 201, ENG 101, 12 semester hours of course work at the 200 level or above in content area, and completion of 20 hours of clinical internships in public school classrooms.

309 Reading for the English Teacher [3 SH]

Presents an overview of a school-wide program and discusses strategies for establishing a secondary school developmental, compensatory, and remedial reading program. Considers the causes of reading failure and focuses on techniques for diagnostic-prescriptive instruction in basic skills. Considers criteria for evaluating, selecting and using effective learning materials. Prerequisites: EDU 102, 201, ENG 101, 12 additional semester hours in English, and completion of 20 hours of clinical internships in public school classrooms.

316 Teaching Remedial Mathematics in the Elementary School [3 SH]

Provides practical solutions for helping children who are having difficulty with mathematics. Emphasizes practical techniques for individuals or small groups of children and is appropriate for teacher's aides as well as teachers and parents of school age children. Content includes how to diagnose difficulties, use manipulative activities and learning games, apply computer technology and make mathematical problem-solving an enjoyable and useful experience for young students. Prerequisite: EDU 217.

319 Teaching Secondary School Science [3 SH]

(Cross Reference: BIO 319, CHE 319) Covers methods of teaching general and advanced science. Topics include the use of laboratory materials and replica models, the role of computer simulations, safety practices, NTSA 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. Prerequisites: EDU 102, 201, four semester hours of college-level chemistry, four semester hours of college-level biology, and completion of 20 hours of clinical internships in the public school classrooms.

320 Teaching Secondary School Social Studies [3 SH]

(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. Observing and working in local classrooms are important parts of this course. Does not carry credit towards a major in history. Prerequisites: EDU 102 and 201; HIS 201, 202, 210, and 211; GPY 201, POL 201, SOC 102, and completion of 20 hours of clinical internships in public school classrooms.

345 Social Studies Methods for Teachers [3 SH]

Examines the social studies concepts that are useful for primary or 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. Prerequisites: EDU 211, HIS 202 and HIS 210 or 211, and SOC 102 or 103.

350 Science Methods for Teachers [3 SH]

Studies the science concepts and processes that are useful for conducting a primary or elementary school science program. Also considers classroom models for organizing a science program and criteria for textbook and materials selection. Prerequisites: EDU 102, 200, 211, four semester hours in biology (including laboratory) and four semester hours in chemistry, physics, geology, or astronomy (including laboratory).

360 Classroom Management of Learning and Behavior [3 SH]

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.

385 Psychology Applied to Teaching and Learning in the Classroom [3 SH]

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. Clinical internship hours are directed toward gaining experience with exceptional children. Prerequisites: EDU 102, and EDU 200 or 201.

390 Understanding and Teaching the Holocaust [3 SH]

(Cross Reference: HIS 390) Provides a historical overview of the Holocaust, including its origins in the anti-Semitism of European culture and its effects on current world affairs. Considers historiographical, ethical and educational issues. Prerequisites: HIS 211 or HIS 202, EDU 102.

398 Practicum in Education [1-3 SH]

Supervised internship in a public school. Placements are made based on the interests of the teacher candidate and his or her needs as determined by the faculty advisor. Teacher candidates meet regularly with their faculty advisors and maintain detailed reflective journals of their experiences.

402 Materials and Methods in Early Childhood Education [3 SH]

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 211, 217, 302, 307, membership in the Teacher Education Program.

403 Materials and Methods for the Elementary Teacher [3 SH]

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 211, 217, 307, membership in the Teacher Education Program.

404 Materials and Methods for Early Childhood and Elementary Education [3 SH]

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) and emphasizing differentiated instruction. Prerequisites: EDU 211, 217, 307, and membership in the Teacher Education Program.

405 Classroom Pragmatics: Assessment and Management [3 SH]

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., ADEPT) are discussed. Classroom management models and strategies are considered with an emphasis on preparing the student for student teaching. Clinical internship hours are directed toward gaining practical experience with the assessment and management topics discussed during the term. Prerequisites: Membership in the Teacher Education Program and a minimum of 70 internship hours. (Normally taken the semester prior to student teaching.)

409 Senior Paper [3 SH]

A comprehensive research paper requiring the preapproval of the advisor and a sponsor. Prerequisites: Senior standing, membership in the Teacher Education Program. (Offered on demand)

410 Comprehensive Internship: Early Childhood [12 SH]

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.

415 Seminar in Student Teaching [3 SH]

(To be taken during the student teaching semester) Each teacher candidate will have opportunities to describe classroom success and difficulties and seek the counsel of his or her peers. Through guided discussion the class will solve practical problems and will generalize the solutions to new contexts. Appropriate media and materials will be chosen to implement the solutions and will from time to time lead to independent work. Depending on the number of students and the disciplines represented, the course may be broken into more than one section for all or part of a semester. Corequisite: EDU 410 or 430 or 440 or 470.

430 Comprehensive Internship: Elementary [12 SH]

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.

440 Comprehensive Internship: Secondary [12 SH]

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

470 Comprehensive Internship: PK-12 [12 SH]

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

Montessori Courses (EDM)

201 Foundations of Montessori Philosophy and Educational Theory [3 SH]

Examines Montessori theory, philosophy, and pedagogy including an overview of materials and activities particular to Montessori education. Explores topics including the life and work of Maria Montessori, peace education, classroom management, community awareness and involvement, the art of observation, and professional development of teachers in the Montessori classroom. Prerequisites: EDU 102, 200, and 203.

MASTER of EDUCATION in LITERACY STUDIES PROGRAM REQUIREMENTS

Literacy Studies Requirements		SH
LITERACY STUDIES CORE		
EDLS 500	Foundations of Reading	3
EDLS 510	Lifespan Development in Context	3
EDLS 515	Classroom Inquiry	2
EDLS 520	Literacy Assessment	3
EDLS 525	Developing Literacy through Text Selection: Traditional Print and Digital Literacies	1
EDLS 530	Reading and Writing in the Content Areas	3
EDLS 540	Literacy Strategies for Developmentally Responsive Instruction	3
EDLS 550	Instructional Strategies for Struggling Readers and Diverse Students	3
EDLS 552	Practicum: Instructional Strategies for Struggling Readers and Diverse Student	3
ONE REQUIRED CONCENTRATION		6
EDLS 690	Literacy Action Research and Seminar	3
TOTAL		33

LITERACY TEACHER CONCENTRATION

Literacy Teacher Requirements		SH
LITERACY STUDIES CORE		27
EDLS 560 <i>or</i> EDLS 570	Brain-Based Learning and Cognition <i>or</i> Creative Pedagogy	3
EDLS 580	Literacy Teacher as Instructional Leader	3
TOTAL		33

LITERACY COACH CONCENTRATION

Literacy Coach Requirements		SH
LITERACY STUDIES CORE		27
EDLS 650	Coaching for Literacy Educators	3
EDLS 652	Practicum: Coaching for Literacy Educator	3
TOTAL		33

GRADUATE COURSE DESCRIPTIONS

Gifted and Talented Courses (EDGT)

500 Nature and Needs of the Gifted and Talented Student

[3 SH]

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

510 Introduction to Curriculum and Instruction for the Gifted & Talented Student

[3 SH]

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.

Literacy Studies Courses (EDLS)

500 Foundations of Reading

[3 SH]

Presents fundamental principles of teaching reading and explores contemporary theoretical and pedagogical issues in literacy, preschool - secondary. The topics focus on comprehension, work knowledge, and social/environmental/psycholinguistic factors in reading and writing development.

510 Lifespan Development in Context

[3 SH]

Emphasizes principles of research in human development and the major areas of cognitive, linguistic, social, emotional, and physical contexts of development as they pertain to learners in schools and the practical application of this research in educational settings.

515 Classroom Inquiry

[2 SH]

Provides students an introduction to the function and means of various practices of educational research. Promotes an understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data.

520 Literacy Assessment

[3 SH]

Examines principles of assessment and evaluation to plan and evaluate effective reading and writing instruction. Emphasizes how to administer and interpret various assessment instruments, support teacher in administering and interpreting assessment instruments, and lead professional development sessions that provided teachers with the knowledge and understanding of various assessments and how they can be used.

525 Developing Literacy Through Text Selection:

Traditional Print and Digital Literacies

[1 SH]

Explores literature and other/informational texts from traditional print, digital, and on-line resources to foster an awareness and appreciate of how the integration of a range of texts across the curriculum enhance enjoyment, learning, and classroom reading instruction.

530 Reading and Writing in the Content Areas

[3 SH]

Provides in-depth analysis and application of instructional strategies to build students' reading and writing competencies in content area settings. Instructional strategic approaches focus on helping students meet the demands of reading and producing complex texts, developing vocabulary, and learning with both print and digital texts.

540 Literacy Strategies for Developmentally Responsive Instruction [3 SH]

Examines developmental word knowledge and literacy instruction. Students will learn the reading, writing, and spelling behaviors that characterize the five stages of literacy development and learn how to use assessment to plan developmentally responsive literacy instruction

550 Instructional Strategies for Struggling Readers and Diverse Students [3 SH]

Explores the challenges facing student at all grade levels who struggle to achieve expected progress in reading and writing development. Emphasis will be placed on the nature of difficulties, language acquisition theory, appropriate assessments, and responsive instructional strategies

552 Practicum:

Instructional Strategies for Struggling Readers and Diverse Students [3 SH]

Apply instructional strategies with struggling readers. With supervision from literacy faculty, candidates engage in professional dialogue regarding the relationship of literacy assessment to instructional decisions.

560 Brain-Based Learning and Cognition [3 SH]

.Provides an overview of major research on neuroscience, metacognition, and cognitive processes in learning and instruction. Focus will be on major theories and research as well as processes and strategy applications in the areas of text comprehension and writing in core content areas.

570 Creative Pedagogy [3 SH]

Provides opportunity to discuss, analyze, and evaluate instructional models designed or adapted for stimulating creativity and critical thinking. Emphasis will be placed on the principles of curricular differentiation and on providing an overview of a range of models designed to modify content, enhance the development of thinking skills, and enhance creativity. Also investigated will be the nature and types of learning, transfer of learning, motivation, and the nature of instructional outcomes, with particular attention to individual differences.

580 Literacy Teacher as Instructional Leader [3 SH]

Explores the importance of professional learning, leadership, and advocacy as a career-long effort and responsibility. Examines ways to address organizational and instructional changes needed to improve student learning.

650 Coaching for Literacy Educators [3 SH]

Emphasizes consultative and collaborative approaches as students explore the varied roles of a literacy coach involving areas such as professional development; curriculum development; materials, curriculum, and program evaluation; and the coordination and implementation of legislation and funded programs.

652 Practicum: Coaching for Literacy Educators [3 SH]

Complete collaborative and coaching experiences with other teachers and put into practice the strategies learned through accompanying coursework. With supervision from literacy faculty, candidates engage in professional dialogue regarding coaching experiences and leadership decision making.

690 Literacy Action Research and Seminar [3 SH]

Design and initiate a project that integrates learning experiences, impacts classrooms or schools, and expand knowledge and practice of leadership. The culmination of this action research may take a number of forms including, but not limited to, an article for publication, a conference presentation, or curriculum development.



English [ENG]

Professor Julia Klimek, *Coordinator of the English major*

Professor Rhonda Knight

Professor David McCracken

Associate Professor John Foster

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

Assistant Professor Andrea Cabus

Assistant Professor Margaret Godbey, *Coordinator of the
English Education program*

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

The courses listed below provide a broad background in the important modes, periods, authors, and genres of World, British, and American literature. Satisfactory completion of ENG 102 or 210 is required for all other courses offered in English. Courses on the 200 level are designed primarily for sophomore level and above. Courses on the 300 level are designed for junior and senior students and are normally offered every fifth semester. Courses at the 400 level are open only to English majors or minors unless permission of the instructor is obtained.

PLACEMENT EXAM

All students new to Coker, including transfer students, must take the English Placement Exam. Based on the results of this exam, entering students will be placed in ENG 101, ENG 102, or ENG 210. Students whose exams are exceptionally strong may be allowed to exempt ENG 101 with credit. Such students will be able to enroll in ENG 210. All entering students, including transfer students, are required to take English 100 as their first writing course at Coker College, unless they exempt this course (without credit) on the basis of the placement exam.

MAJOR REQUIREMENTS

A major in English requires successful completion of 39 semester hours on the 200-level or above, excluding ENG 210 and ENG 211. Students must complete courses counting toward a degree in English with a minimum grade of C minus. A student must earn a grade of C minus or higher on the major research paper to pass ENG 400. Prospective graduate students should take as many courses in the 311-349 sequence as possible.

English Major Requirements		
ENG 250		3
THREE SOPHOMORE SURVEY COURSES FROM:		
ENG 221 ENG 222 ENG 231 ENG 232	British Literature I British Literature II American Literature I American Literature II	9
ONE MEDIEVAL OR RENAISSANCE LITERATURE COURSE FROM:		
ENG 311 ENG 312 ENG 316 ENG 318	Medieval Studies Chaucer Renaissance Literature Shakespeare	3
ONE BRITISH LITERATURE COURSE FROM:		
ENG 321 ENG 323 ENG 325 ENG 326	British Literature of the Long 18 th Century British Literature and Romanticism British Literature of the Long 19 th Century Studies in the British Novel	3
ONE AMERICAN LITERATURE COURSE FROM:		
ENG 331 ENG 334 ENG 335 ENG 336	American Renaissance and Beyond Faulkner and His Contemporaries African American Literature Studies in the American Novel	3
ONE LANGUAGE & WRITING COURSE FROM:		
ENG 305 ENG 363 ENG 371 ENG 372 ENG 378	Development of Modern English Seminar in Tutoring and Writing Writing for the Workplace Advanced Composition and Rhetoric Creative Writing	3

ONE CULTURAL DIVERSITY COURSE FROM:		
ENG 346	Women in Literature	3
ENG 347	Postcolonial Literature	
ENG 348	Working Class Literature	
ENG 349	Gay and Lesbian Literature	
ENG 400	Senior Seminar	3
ENGLISH ELECTIVES (200-level or above)		9
TOTAL		39

SPECIAL CONCENTRATION IN EDUCATION

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

SPECIAL CONCENTRATION IN PROFESSIONAL WRITING

English majors may complete a special concentration in Professional Writing. For a professional writing concentration, English majors must complete the requirements for the major. They must also complete 15 hours selected from the following courses. All courses must be completed with a minimum grade of C minus. Additional study is also recommended in basic design, in computer graphics, and in the media.

English Major with a Professional Writing Concentration Requirements		SH
ENGLISH MAJOR COURSES		39
FIFTEEN SEMESTER HOURS FROM:		
ENG 255	Playwriting I	
ENG 289	Film Criticism	
ENG 363	Seminar in Tutoring and Writing	
ENG 370	Writing for the Media	
ENG 371	Writing for the Workplace	
ENG 372	Advanced Composition and Rhetoric	
ENG 373	Public Relations Writing	
ENG 375	Script Writing for Radio, Television and Film	
ENG 377	Student Publications	
ENG 378	Creative Writing	
ENG 379	Practicum in Professional Writing	
ENG 455	Playwriting II	
TOTAL		54

SOPHOMORE PORTFOLIO REVIEW

English majors are expected to take ENG 250 in their sophomore year or as soon as feasible when they declare an English major. During ENG 250, students will assemble and submit a portfolio of their work that includes four papers, which will be defined by the ENG 250 syllabus. These portfolios should demonstrate the students' abilities to synthesize information easily, to express ideas effectively, to address texts analytically, to gain research proficiency, and to master basic technological skills. A committee of English faculty will evaluate these portfolios and meet with the students individually to discuss their progress in the English major. The purposes of this review are to provide the students feedback concerning their ability of succeed in the English program and to assist in program assessment.

ENGLISH AS PREPROFESSIONAL MAJOR

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

MINOR REQUIREMENTS

The minor in English requires the successful completion of 18 semester hours excluding ENG 101, 102, 210, and all ESL classes. All courses counting toward a minor in English must be completed with a minimum grade of C-. Twelve of the 18 hours must be at the 300 level or above. Students are welcome to select any combination of courses listed below, but they are encouraged to concentrate their studies on courses in literature or writing, depending on their postgraduate plans.

English Minor Requirement	SH
Upper Level English Electives (300-level or above)	12
English Electives (200-level or above)	6
TOTAL	18

COURSE DESCRIPTIONS

100 Introduction to Composition (LA-CORE)

[3 SH]

ENG 100 is required for all students unless they have exempted through examination. Students will receive instruction in the fundamentals of writing at the sentence and the paragraph levels, and through several short papers, they will learn the basic process of composing: inventing, planning, drafting, revising, editing, and proofreading. Students will receive personalized attention through peer reviews and mandatory conferences with the instructor and a tutor. Enrollment is limited to ten students. In order to complete the requirement, students must have a grade of C- or higher in the course and must demonstrate the ability to follow Standard Written English conventions through the final exam.

101 English Composition and Rhetoric I (LA-CORE)

[3 SH]

English 101 is the first half of the required two-course sequence in composition for first-year students. This course introduces students to the modes of writing, with an emphasis on exposition and argumentation. The course also reviews basic processes of composing: inventing, planning, drafting, and revising. Students will learn how to develop ideas in a clear and logical manner, communicate their ideas coherently to their intended audience, and write in a correct and effective way. In addition to writing several in-class essays and short papers, students will learn the techniques and conventions of academic research. They will participate in at least one session on library and information technology. Fiction and non-fiction readings will provide discussion material and starting points for their writing. Enrollment is limited to sixteen students. Prerequisite: Completion of ENG 100 with a C- or higher, or exemption through examination.

102 English Composition and Rhetoric II (LA-CORE)

[3 SH]

English 102 is the second half of the required two-course sequence in composition for first-year students. The course continues to emphasize critical reading and writing with added emphasis on developing higher level skills. The readings for the course will include diverse literature within historical, philosophical, and religious contexts. In addition to in-class essays and short papers, students will write a research paper. Enrollment is limited to sixteen students. Prerequisite: ENG 101 or equivalent.

110 English as a Second Language: Conversation and Idioms

[3 SH]

Designed to help non-native speakers of English broaden reading and conversational vocabulary, to increase their conversational fluency and use of idioms, to provide an understanding of mainstream American culture, and to raise awareness of cultural diversity within the U.S.

111 English as a Second Language: Composition

[3 SH]

Provides an opportunity for ESL students to read critically and to express and develop their ideas clearly in expository and persuasive papers. The course will familiarize students with the basic process of composing — inventing, planning, drafting, and revising — and will emphasize clarity of expression, development of ideas, and critical thinking.

201 World Literature I (LA-CDV)

202 World Literature II (LA-CDV)

[3 SH EACH]

A study of the great works of Eastern and Western authors, ancient through modern. Chronological break in the two-semester survey is approximately at the Western Renaissance. Prerequisite: ENG 102 or 210.

210 Honors English Composition and Rhetoric II (LA-CORE) [3 SH]

Designed for students who have completed English 101 with an A, have exempted 101, or have the recommendation of their ENG 101 professors. Because placement in this course reflects a high competency in writing and reading, students will be challenged to analyze and synthesize information as they explore imaginative literature as well as historical, scientific, and other non-fiction works. Students will also critically assess ideas and strategies of scholarly writers and apply new strategies as they formulate their own compositions. The course will require several short papers as well as one longer research paper.

211 Advanced English as a Second Language: Composition [3 SH]

Provides an opportunity for ESL students to improve their reading and comprehension skills. The course will emphasize critical reading and analysis. Students will write short papers as well as one longer research paper in response to the readings and discussion.

221 British Literature I (LA-HUM) [3 SH]

A study of the literature of the British Isles and its colonies from roughly 700 CE to the eighteenth century. Emphasis is placed on the texts' connections to the humanistic tradition of the classical world and the intellectual and literary movements of the European Continent. This course addresses British literature's relationship to Western thought. Prerequisite: ENG 102 or 210.

222 British Literature II (LA-HUM) [3 SH]

A study of the literature of the British Isles and its colonies from the eighteenth century to the contemporary period. Emphasis is placed on the texts' connections to the humanistic tradition of the classical world and the intellectual and literary movements of Europe and North America. This course addresses British literature's relationship to Western thought. Prerequisite: ENG 102 or 210.

231 American Literature I (LA-US) [3 SH]

A survey of American writing from the beginning of a native literature to the end of the nineteenth century, focusing on the Puritans, colonists, revolutionaries, and romanticists as well as the expression of national identity through various genres. The course will address traditional and non-traditional writers in relationship to American cultural, social, political, and philosophical ideologies from the fifteenth century to the late nineteenth century. Prerequisite: ENG 102 or 210.

232 American Literature II (LA-US) [3 SH]

A survey of American writing from the end of the nineteenth century to the present, focusing on realism, naturalism, and modernism, as well as the rise of ethnic literature and experimental literary forms. The course will address traditional and non-traditional writers in relationship to American cultural, social, political, and philosophical ideologies from the late nineteenth century to the present. Prerequisite: ENG 102 or 210.

241 Modern Fiction (LA-HUM) [3 SH]

A survey course that investigates how major European and North and South American authors are informed by the arts, politics, and history and how these authors face the challenges of modernity (ca. 1914-1945) and post-modernity (1945 and onward) in their works. Prerequisite: ENG 102 or 210.

245 Modern Poetry (LA-HUM) [3 SH]

A survey course that investigates how major European and North and South American poets are informed by the arts, politics, and history and how these poets face the challenges of modernity (ca. 1914-1945) and post-modernity (1945 and onward) in their works. Prerequisite: ENG 102 or 210.

250 Literary Criticism [3 SH]

An introduction to critical theory, including structuralist, deconstructionist, Marxist, gender, and post-colonial theories. English majors should complete the course before their junior year. Prerequisite: ENG 102 or 210.

251 Children's Literature and Folklore (LA-HUM) [3 SH]

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 102 or 210.

255 Playwriting I [3 SH]

(Cross Reference: THE 255) A study of fundamentals of writing plays. Course requirements include the completion of an original one-act play.

289 Film Criticism (LA-ART) [3 SH]

(Cross Reference: COM 289) A critical analysis of representative films from D. W. Griffith to the present day.

305 Development of Modern English [3 SH]

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 102 or 210.

311 Medieval Studies [3 SH]

An exploration of texts written in the British Isles between 500-1500, focusing on their cultural, religious, and ethnic contexts. Texts will include: *Beowulf*; *Sir Gawain and the Green Knight*; *the Book of Margery Kempe*; and excerpts from *The Cattle Raid of Cooley*, *the Mabinogion*, and Chaucer's *Canterbury Tales*. Most selections will be read in modern English translations. Proficiency in Middle English developed early in course. Prerequisite: ENG 102 or 210.

312 Chaucer [3 SH]

Close reading and discussion of *The Canterbury Tales*, selections from other works in the Chaucerian canon. Proficiency in Middle English developed early in course. Prerequisite: ENG 102 or 210.

316 Renaissance Literature [3 SH]

Reading and discussion of major literature from the 16th and 17th centuries. Selections from, among others, Shakespeare, Sidney, Spenser, Jonson, Milton, Marlowe, and Webster. Some attention to historical and social contexts. Prerequisite: ENG 102 or 210.

318 Shakespeare [3 SH]

(Cross Reference: THE 318) A survey of representative plays from the comedies, histories, and tragedies, with special attention to Shakespeare's development as premier dramatic artist. Prerequisite: ENG 102 or 210.

321 British Literature of the Long Eighteenth Century [3 SH]

This course addresses the literature and culture of Britain and its colonies from the Restoration of the Monarchy in 1660 through the opening decades of the nineteenth century. Students will examine literary works that address major advances or movements within the period. Readings include both major authors like Behn, Pope, Swift and Austen and minor authors who provide critical and cultural contexts. Prerequisite: ENG 102 or 210.

323 British Literature and Romanticism [3 SH]

Students will examine the contexts for and reactions to the British Romantic movement, which challenged both perceptions of individuals and their social roles in the late-eighteenth and early-nineteenth centuries as well as ideas about artistic creation and emotion. Readings will cover a variety of genres and will include authors such as Wordsworth, Wollstonecraft, Keats and M. Shelley. Prerequisite: ENG 102 or 210.

325 British Literature of the Long Nineteenth Century [3 SH]

Critics of "the Victorian era" often discuss the Long Nineteenth Century – the period from the 1790s through the First World War to complicate the idea of what it meant to be Victorian. This course explores the relationship of mid-nineteenth century literature with earlier literary traditions and asks students to think about the ways that literary fashions develop. Students will read selection from a variety of major authors like Barrett Browning, Tennyson, Dickens, Hardy and the Brontës in conjunction with the works of their less famous, but sometimes more popular, counterparts. Prerequisite: ENG 102 or 210.

326 Studies in the British Novel (LA-HUM) [3 SH]

This course addresses the development of the British novel from the seventeenth century to the present. The course will address Daniel Defoe, Charles Dickens, and Virginia Woolf, and may include Aphra Behn, Samuel Richardson, Henry Fielding, Lawrence Sterne, Jane Austen, George Eliot, Thomas Hardy, Joseph Conrad, D. H. Lawrence, James Joyce, E. M. Forster, the Brontës, and diverse British contemporary novelists. Prerequisite: ENG 102 or 210.

331 American Renaissance and Beyond (LA-US) [3 SH]

While focusing on a pivotal era in American literature and culture, this course studies central themes and issues in American culture by looking backward toward the colonial era and forward toward the 20th and 21st centuries. Included are works by such authors as Thoreau, Melville, Whitman, Hawthorne, Douglass, Chopin, Twain, James, Poe, Dickinson, and Wharton. Earlier and late authors will be included as necessary to compare attitudes toward such topics as slavery, American identity, the roles of women and minorities in American society, the influence of religion, the loss of innocence, and the meaning of democracy. Prerequisite: ENG 102 or 210.

334 Faulkner and His Contemporaries [3 SH]

The course will address William Faulkner, T. S. Eliot, and Eugene O'Neill, and may include Ezra Pound, Wallace Stevens, Thomas Wolfe, William Carlos Williams, John Dos Passos, Gertrude Stein, Flannery O'Connor, F. Scott Fitzgerald, Marianne Moore, Ernest Hemingway, Sherwood Anderson, and e. e. cummings. Prerequisite: ENG 102 or 210.

335 African American Literature (LA-US) [3 SH]

(Cross Reference: AAS 335) A study of selected African American writers with emphasis on those from the Civil War era, the Harlem Renaissance, and the present. This course examines the cultural, philosophical and political themes that are present in the African American experience. The text and class discussion convey this understanding through an examination of historical developments that have shaped American cultural, philosophical, and political themes and how these themes shape African American literature. Readings will be selected from such authors as Wheatley, Dunbar, Jacobs, Hughes, Larsen, Hurston, Wright, Randall, Hansberry, Naylor, and Morrison. Prerequisite: ENG 102 or 210.

336 Studies in the American Novel (LA-US) [3 SH]

This course traces the development of the American novel from the eighteenth century to the present. The course will address James Fenimore Cooper, Mark Twain, and Henry James, and may include William Dean Howells, Edith Wharton, Theodore Dreiser, Sinclair Lewis, Willa Cather, John Steinbeck, Alice Walker, Toni Morrison, and Thomas Pynchon. The course may also include the emergence of diverse (e.g., African-American, Mexican-American, Asian-American, Southern, and Gay and Lesbian) American novelists. Prerequisite: ENG 102 or 210.

343 Modern Drama (LA-HUM) [3 SH]

(Cross Reference: THE 343) A study of representative dramatic literature by European and American playwrights, from George Bernard Shaw to Samuel Beckett. Discussion will include an historical and social context, political or religious implications, and, where appropriate, gender issues. Prerequisite: ENG 102 or 210.

346 Women in Literature (LA-HUM) [3 SH]

A study of both male and female writers' portrayals of women characters in American, British, and world literature. The class will trace women's roles in literature in a context of social and historical expectations of gender behavior. Prerequisite: ENG 102 or 210.

347 Postcolonial Literature (LA-CDV) [3 SH]

(Cross Reference: AAS 347) Readings in English from former colonies in Africa, the Caribbean, and other nations that were colonized by European nations. The class explores the relationship between former colonies and the West, the search for identity in once colonized nations, and the problematic status of English as an imposed language. Readings may include essays, fiction, and poetry from authors such as Chinua Achebe, Salman Rushdie, Derek Walcott, and Jamaica Kincaid. Prerequisite: ENG 102 or 210.

348 Working Class Literature [3 SH]

A study of themes in the tradition of writing from and about the working class experience in American, British, and world literature. The course will examine the struggles and values reflected in fiction, poetry, and other forms of writing, accompanied by theoretical and critical materials that help create a historical and geographical context. Prerequisite: ENG 102 or 210.

349 Gay and Lesbian Literature [3 SH]

The course discusses the cultural and historical influences that shape gay and lesbian writing. Texts will be fiction and non-fiction. Lectures and classroom discussions focus on how the texts relate to expressions of and arguments about being queer in a predominantly heterosexual culture. The selected readings also address issues of marginalization, such as gender, race, socio-economic class, and age. This course is appropriate for those students interested in the way literature expresses human differences. Prerequisite: ENG 102 or 210.

350 Broadway and Hollywood Musicals in the Twentieth Century [3 SH]

(Cross Reference: COM 350, MUS 350, THE 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theater 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 theater. Class content will also include the cultural and economic history of musical theater and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 102 or 210.

361 Young Adult Literature [3 SH]

This course offers a critical reading of the literature written for and read by young adults. Course reading also address the history and literary representation of adolescence in America, book selection for young adults, and the young adult novel and censorship. Required for English Education majors. Prerequisite: ENG 102 or 210.

363 Seminar in Tutoring and Writing [3 SH]

A course designed for English Education majors, writing center tutors, and others interested in learning to: a) assess their own and other students' writing skills and needs; b) interpret progress in the development of such skills; c) prescribe suitable techniques and materials for overcoming writing difficulties; d) develop styles, strategies and approaches to teaching writing skills to students of various social, regional and cultural backgrounds as well as different ability levels and styles of learning. Students in this course will be required to observe and tutor in the Writer's Studio. Prerequisite: ENG 102 or 210 and permission of the instructor.

365 English Methods [3 SH]

Approaches to the teaching of English in secondary schools. Open only to English majors or by permission of the instructor. Prerequisite: ENG 102 or 210.

367 Teaching Practicum [1-3 SH]

A supervised internship in the teaching of English composition and literature designed primarily for and open only to English majors. Placement may be on campus in selected English classes or in the Writing Lab, or off campus in private secondary schools. Prerequisite: ENG 102 or 210.

370 Writing for the Media [3 SH]

(Cross Reference: COM 370) This course explores the concept of news in our democratic society and introduces students to the skills needed by reporters in print, broadcast and on-line media. The course teaches students how reporters get information and then shape that information through news writing into stories that are clear, accurate and fit the requirements of the medium for which the reporter is producing the story. Prerequisite: ENG 102 or 210, or permission of the instructor.

371 Writing for the Workplace (LA-PA) [3 SH]

Students will learn to communicate effectively in simulated workplace environments to both specialized and general audiences. Course readings and assignments will focus on creating documents required in professional settings. Course includes instruction in writing and designing job application letters and resumes, correspondence letters and memos, instructional manuals, proposals, and formal reports, as well as giving oral presentations. Workplace simulations and case studies provide the context for professional writing. Prerequisite: ENG 102 or 210.

372 Advanced Composition and Rhetoric [3 SH]

A course in the theory, practice, and evaluation of expository and persuasive writing for students who have already demonstrated competence in composition. Emphasis on developing critical awareness of interrelationships between style and audience. Study of composition and rhetorical theories. Prerequisite: ENG 102 or 210.

373 Public Relations Writing [3 SH]

(Cross Reference: COM 373) An introduction to the preparation of technical and scientific copy typical of business, industry and government. Includes instruction in writing and designing advertising copy, media releases, house organs, newsletters, and brochures with some emphasis on oral and audiovisual presentations. Prerequisite: ENG 102 or 210.

375 Script Writing for Radio, Television and Film

[3 SH]

(Cross Reference: COM 375, THE 375) A workshop designed to teach script writing formats for advertising, dramatic and documentary productions. Prerequisite: ENG 102 or 210, or permission of the instructor.

377 Student Publications

[1-3 SH]

(Cross Reference: COM 377) A course for students wishing to continue work on student publications after COM/ENG 370 - Writing for the Media. Depending on the student's interest and the department awarding credit, the course may involve one or more of the following tasks in conjunction with the campus newspaper, yearbook, or literary magazine: writing, editing, photography, illustration, layout, design. May be taken up to four times for credit. Prerequisite: COM 370 or ENG 370 or permission of the instructor.

378 Creative Writing

[3 SH]

A course involving the critical examination of student productions in fiction and poetry. Students must be prepared to have their work criticized in open discussion by the class as well as in private session with the instructor. Prerequisite: ENG 102 or 210.

379 Practicum in Professional Writing

[1-3 SH]

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 102 or 210.



Environmental Studies Minor [ES]

Associate Professor Jennifer Borgo, *Coordinator of the Environmental Studies minor*

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

MINOR REQUIREMENTS

A minor in environmental studies consists of a minimum of 21 semester hours: 7 semester hours in environmental studies, 4 semester hours in chemistry, 4 semester hours in geology, 3 semester hours in biology, and three semester hours in either sociology or political science. An additional 6 semester hours in biology are prerequisites to the required biology course, and another 3 hours in sociology or political science are prerequisites to the required sociology or political science courses.

Environmental Studies Minor Requirements		SH
CHE 101	General Chemistry I	3
CHE 101L	General Chemistry I Laboratory	1
GEO 102	Environmental Physical Geology	3
GEO 102L	Environmental Physical Geology Laboratory	1
BIO 210	Core Principles of Ecology and Evolution	4
ES/BIO 360	Applied Ecology: The Human Predicament	4
ES/GEO/GPY 361	Earth Science and Human Environment	3
SOC 309 or POL/SOC 340	Introduction to Sociological Research or Politics of the Environment	3
TOTAL		21

Students majoring in biology may count BIO 210 toward their major as well as toward the environmental studies minor but both SOC 309 and POL/SOC 340 are required.

COURSE DESCRIPTIONS

360 Applied Ecology: The Human Predicament

[4 SH]

(Cross Reference: BIO 360) A study of the ecological bases for the human environmental predicament. Topics will include: the structure and function of ecosystems and services they provide to human populations; the principles of population dynamics and their application to human populations; the distribution and characteristics of biomes in relation to human land use; the current and projected production of human food; the current and projected human use of land, water, forests, and energy; pollution and other disruptions to ecological services; the social and political context of some environmental problems and their potential solutions. Laboratory studies will include the study of techniques to quantify anthropomorphic modifications of ecological communities, and the technologies used to reduce or ameliorate human environmental impacts. Prerequisites: BIO 210, CHE 101. Lab fee required. (Offered on demand)

361 Earth Science and Human Environment (LA-CDV)

[3 SH]

(Cross Reference: GEO 361, GPY 361) An examination of the earth science bases of the human environmental predicament. Topics will include: the effect of climate and geography on the human environment; the soil, rock, and mineral foundations of human society; water, soil and air as resources; the possibilities and consequences of bolide impact on human society; consideration of geologic time with respect to environmental problems. The course will include a study of several important scientific, non-fiction, and fictional works by writers who have addressed these issues. Prerequisite: GEO 102 or permission of instructor.



Foreign Languages

Professor Cathleen G. Cuppett

Associate Professor John Williams, III, *Coordinator of Language Programs*

Assistant Professor Ye Li

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 real advantage.

The College offers a major and a minor in Spanish, a minor in Mandarin Chinese, and beginning courses in French. For the Spanish major/minor requirements consult the Spanish section of the catalog. For the Chinese minor requirements, consult the Chinese section of the catalog. All students graduating from Coker College with a Bachelor of Arts or Bachelor of Social Work degree must successfully pass the 102 college level of foreign language study. Students with no prior experience in any foreign language can fulfill the requirement by completing the 101-102 sequence (six semester hours) in any one of the languages offered. Students with prior experience in one of the languages offered must take a placement test to determine the appropriate level of study.

Students who score high enough on the placement test are exempt from the non-native language requirement, thereby exempting the three-semester-hour LASP Core non-native language requirement. Students who are exempt may not enroll in a 100-level class in that language without the instructor's permission. Students may complete the language requirement by approved transfer credit at the 102 college level in a language not offered by Coker College. Students whose secondary education was conducted in a language other than English may meet the non-native language requirement by successfully completing the English Composition requirement thereby exempting the three-semester-hour LASP Core non-native language requirement.



Chinese [CHI]

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

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

MINOR REQUIREMENTS

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

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

COURSE DESCRIPTIONS

101 Elementary Chinese I

102 Elementary Chinese II (LA-CORE)

[3 SH EACH]

These courses provide an introduction to the fundamentals of the Mandarin Chinese language. They emphasize pronunciation (using the Pinyin system of Romanization), vocabulary and elements of grammar needed to develop communicative competence in listening, speaking, reading, and writing Chinese at a basic level with accuracy and confidence. Basic concepts of Chinese culture are included.

1012 Intensive Elementary Chinese (LA-CORE)

[6 SH]

This course presents the material from CHI 101 and CHI 102 in a one-semester format. The course provides an introduction to the fundamentals of the Mandarin Chinese language. It emphasizes pronunciation (using the Pinyin system of Romanization), vocabulary and elements of grammar needed to develop communicative competence in listening, speaking, reading, and writing Chinese at a basic level with accuracy and confidence. Basic concepts of Chinese culture are included.

135 The Culture of China (LA-CDV)

[3 SH]

This is an introductory course to Chinese culture. China is a multiethnic country, with a total of fifty-six different ethnic groups or nationalities, and Chinese culture has developed over five thousand years. This course will examine how the cultural exchange and intercultural communication between the different ethnic groups and nationalities have constituted Chinese culture and will also introduce Chinese customs, values, beliefs, taboos and language, including Chinese cuisine, calligraphy, gongfu and performing arts, and ancient architecture. In addition, the course will explore the historic role of China in the global context. No prior knowledge of Chinese language or culture is required.

201 Intermediate Chinese I

[3 SH]

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 student's oral and written communication. It also includes additional aspects of Chinese culture. Prerequisites: CHI 102 or CHI 1012, or the equivalent.

202 Intermediate Chinese II

[3 SH]

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 student's oral and written communication. It also includes additional aspects of Chinese culture. Prerequisites: CHI 201 or the equivalent.

2012 Intensive Intermediate Chinese

[6 SH]

This is the intensive intermediate level course in Mandarin Chinese. As the continuation of Elementary Chinese, this course focuses on reinforcing four language skills, speaking, listening, reading, and writing, in order to enhance the students' oral and written communication. Advanced study of Chinese culture is included. Prerequisite: CHI 102 or CHI 1012, or the equivalent.

210 Intermediate Oral Communication Abroad

[3 SH]

This course focuses on speaking and listening to meet the practical needs of students and will help student to better understand Chinese societies. This knowledge will help them understand the connection between language and culture, which will in turn help them develop survival skills in an authentic Chinese setting. This course also promotes the acquisition of a broader range of vocabulary and idiomatic expression. Prerequisite: CHI 102 or CHI 1012, or equivalent

220 Experiencing Chinese Culture in China

[3 SH]

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.

301 Advanced Chinese I

[3 SH]

This is the first half advanced level Chinese course. This course is designed to further develop students' proficiency in speaking and reading through short essays and articles on and discussions of socio-cultural topics relevant to today's China. Besides learning to read and comprehend a variety of texts from Chinese newspaper/magazine articles, students will also be trained to comprehend authentic spoken Mandarin Chinese, applying appropriate socio-cultural norms and be able to write medium length essays in proper format. Prerequisite: CHI 201 or CHI 202, or equivalent.

302 Advanced Chinese II

[3 SH]

This is the second half advanced level Chinese course. This course is designed to further develop students' proficiency in speaking and reading through short essays and articles on and discussions of socio-cultural topics relevant to today's China. Students will learn more sophisticated vocabulary, syntactic structures, and pragmatic usages from Chinese newspaper/magazine articles. Students will also be trained to comprehend authentic spoken Mandarin Chinese, applying appropriate socio-cultural norms and be able to write medium length essays by using sophisticated vocabulary in a proper format. Prerequisite: CHI 301 or equivalent.

400 Directed Readings in Chinese Seminar

[1-3 SH]

This will consist of supervised readings in selected topics in Chinese language and literature or in selected topics which are relevant to the students' future careers or enrolled majors for the purpose of developing Chinese vocabulary in a secondary field. This course may be repeated for additional credit. Prerequisite: permission of the instructor. Offered on demand.

405 Practicum in Chinese

[1-3 SH]

This course will provided internship opportunities in the United States or China. This course may be repeated for additional credit.

French [FRE]

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 placement test. These courses will be conducted in French as much as possible. FRE 260 and FRE/AAS 354 will be conducted in English.

COURSE DESCRIPTIONS

101 Elementary French I

102 Elementary French II (LA-CORE)

[3 SH EACH]

These courses provide an introduction to the fundamentals of the French language. They emphasize pronunciation, vocabulary, and elements of grammar and syntax needed to read, write, and speak French with increasing ability and confidence. (Offered on demand)

1012 Intensive Elementary French (LA-CORE)

[6 SH]

This course presents the material from FRE 101 and 102 in a one-semester format. The course provides an introduction to the fundamentals of the French language. It emphasizes pronunciation, vocabulary, and elements of grammar needed to read, write and speak French at a basic level with accuracy and confidence. (Offered on demand)

110 Elementary Oral Communication Abroad

[3 SH]

This course focuses on everyday conversation for the students at the 100-level. Students will be provided with the necessary tools to be able to have basic oral communication in a French-speaking environment. Experiences on the streets and in other public places, and especially with the host families, will reinforce the teaching. Prerequisite: permission of the instructor. (Offered on demand)

201 Intermediate French I

202 Intermediate French II

[3 SH EACH]

For the student who has taken FRE 101 and 102 or their equivalent. These courses develop basic skills into true proficiency in reading French and in using it with accuracy and self-assurance in conversation and writing. Fundamentals of grammar and syntax are reviewed, more advanced elements are progressively introduced, and vocabulary is expanded. Prerequisite: completion of the non-native language requirement in French. (Offered on demand)

2012 Intensive Intermediate French

[6 SH]

This course presents the material from FRE 201 and FRE 202 in a one-semester format. This course develops basic skills into true proficiency in reading French and in using it with accuracy and self-assurance in conversation and writing. Fundamentals of grammar and syntax are reviewed, more advanced elements are progressively introduced, and vocabulary is expanded. Prerequisite: completion of the non-native language requirement in French. (Offered on demand)

210 Intermediate Oral Communication Abroad

[3 SH]

This course focuses on everyday conversation for students at the 200-level. Students will be provided the necessary tools to be able to have intermediate oral communication in a French-speaking environment. Experiences on the streets and in other public places, especially with host families, will reinforce the teaching. Prerequisite: completion of the non-native language requirement in French. (Offered on demand)

260 French and Francophone Literature in Translation

[3 SH]

This course is an introduction through English translation to several of the most significant and influential works of French and Francophone literature. It is open to any student seeking broader familiarity with world literature. (Offered on demand)

354 African Francophone Literature

[3 SH]

(Cross Reference: AAS 354) This course focuses on links between Africa and the Western world, as these are revealed in French African literature. Readings (in English translation) include novels from North Africa (Algeria, Morocco, Tunisia) and Sub-Saharan Africa. It is designed for students completing the African American Studies Specialization and others interested in the complex patterns within our global community. Prerequisite: ENG 102 or 210. (Offered on demand)

199, 299, 399, 499 Special Topics

[1-12 SH]

Each of the courses studies a particular author or topic in detail. Sample possibilities: a particular focus on an author (Racine, Corneille, Baudelaire, Flaubert, etc.), or a particular focus on a broader issue (African Literatures, Bicultural North American Writers, Travel Literature, Postcolonial Literature, etc.). Prerequisite: permission of the instructor. (Offered on demand)



Spanish [SPA]

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

MINOR REQUIREMENTS

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

MAJOR REQUIREMENTS

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

DISTRIBUTION REQUIREMENTS

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

COURSE DESCRIPTIONS

101 Elementary Spanish I

102 Elementary Spanish II (LA-CORE)

[3 SH EACH]

These courses provide 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. (Offered every semester)

1012 Intensive Elementary Spanish (LA-CORE)

[6 SH]

This course presents the material from SPA 101 and 102 in a one-semester format. The course provides an introduction to the fundamentals of the Spanish language. It emphasizes pronunciation, vocabulary, and elements of grammar needed to read, write and speak Spanish at a basic level with accuracy and confidence. (Offered every semester)

110 Elementary Oral Communication Abroad

[3 SH]

This course focuses on everyday conversation for students at the 100 level. Students will be provided the necessary tools to be able to have basic oral communication in a Spanish-speaking environment. Experiences on the streets and in other public places, and especially with the host families, will reinforce the teaching. Does not count toward the major or minor in Spanish. Prerequisite: permission of the instructor. (Offered on demand)

201 Intermediate Spanish I

[3 SH]

This course provides an expansion of the fundamentals of the Spanish language studied at the 100 level. It emphasizes pronunciation, vocabulary, and elements of grammar needed to read, write, and speak Spanish at an intermediate level with accuracy and confidence. Students whose secondary education was conducted in Spanish may not enroll in this course. Prerequisite: Completion of the non-native language requirement in Spanish. (Offered once every two years)

202 Intermediate Spanish II

[3 SH]

This course provides a continued expansion of the fundamentals of the Spanish language studied at the 100 level. It emphasizes pronunciation, vocabulary, and elements of grammar needed to read, write, and speak Spanish at an intermediate level with accuracy and confidence, including the imperfect subjunctive. Students whose secondary education was conducted in Spanish may not enroll in this course. Prerequisite: SPA 201. (Offered once every two years)

2012 Intensive Intermediate Spanish I

[6 SH]

This course provides an expansion of the fundamentals of the Spanish language studied at the 100 level. It emphasizes pronunciation, vocabulary, and elements of grammar needed to read, write, and speak Spanish at an intermediate level with accuracy and confidence. Students whose secondary education was conducted in Spanish may not enroll in this course. Prerequisite: Completion of the non-native language requirement in Spanish (Offered once every two years)

210 Intermediate Oral Communication Abroad

[3 SH]

This course focuses on everyday conversation for students at the 200 level. Students will be provided the necessary tools to be able to have basic oral communication in a Spanish-speaking environment. Experiences on the streets and in other public places, and especially with the host families, will reinforce the teaching. Prerequisite: completion of the non-native language requirement in Spanish. (Offered on demand)

230 Spanish for the Professions

[3 SH]

This course develops speaking and writing skills in specific professional settings (i.e. social work, business, education). Prerequisite: completion of the non-native language requirement in Spanish. (Offered once every two years)

245 U.S. Latinos: Culture and Civilization (LA-US)

[3 SH]

This course addresses the culture and civilization of U.S. Latinos. The course presents commonalities and differences among this population by focusing on key issues such as history, identity, language use, values, education, and general differences. Prerequisite: completion of the non-native language requirement in Spanish. (Offered once every two years)

260 Spanish and Latin American Literature in Translation (LA-CDV) [3 SH]

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: ENG 102 or 210.

305 Practicum in Spanish [1-3 SH]

An internship with an agency, organization, business, or institution for which Spanish language skills are a necessity. May be repeated for credit. Prerequisite: permission of the instructor. (Offered on demand)

311 Spain: Culture and Civilization [3 SH]

This course covers Spanish culture and civilization in a broad and sequential fashion from Roman Spain to the present. Prerequisite: SPA 202 or SPA 2012. (Offered once every two years)

321 Latin America: Culture and Civilization (LA-CDV) [3 SH]

This course covers culture and civilization of Spanish-speaking America in a broad and sequential fashion. Prerequisite: SPA 202 or SPA 2012. (Offered once every two years)

335 Spanish Literature [3 SH]

This course presents a chronological survey of Spanish literature from its origins to the present. Prerequisite: permission of the instructor. (Offered on demand)

340 Latin American Literature (LA-CDV) [3 SH]

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 on demand)

350 Afro-Hispanic Literature and Culture [3 SH]

(Cross Reference: AAS 350) This course focuses on the literary and culture production of Afro-Hispanic peoples in Latin America, the Iberian Peninsula, the United States, and Africa (e.g. Equatorial Guinea and Cameroon). 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). Prerequisite: Completion of the non-native language requirement in Spanish, ENG 102 or ENG 210. (Offered on demand)

400 Senior Seminar [3 SH]

Concentrated study of language, literature or culture relevant to the future careers or studies of the majors enrolled in the course and adapted to their assessed needs. Prerequisite: permission of the instructor (Offered on demand)

405 Senior Practicum in Spanish [1-3 SH]

An internship with an agency, organization, business, or institution for which Spanish language skills are a necessity. For senior Spanish majors only. May be repeated for credit. Prerequisite: permission of the instructor. (Offered on demand)

199, 299, 399, 499 Special Topics [1-12 SH]

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 on demand)



Forensic Studies Specialization [FST]

Assistant Professor Trina Rose, *Coordinator of the Forensic Studies specialization*

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

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

SPECIALIZATION REQUIREMENTS

Students in the Forensic Studies Specialization are required to complete a minimum of 12 semester hours of coursework from the following courses. A minimum of nine of these hours must be at the 300-level or above. PSY302 Forensic Psychology and CRIM354 Violent Crime are required of all students who pursue the specialization. One course must be chosen from each of the two additional groups. Students may use designated courses to simultaneously satisfy requirements in their major/minor and the specialization. Note that many courses from Group A are four credits. Also note that all prerequisites are to be completed before registering for any of these courses.

Forensic Studies Specialization Requirements		SH
REQUIRED COURSES		
CRIM354	Violent Crime	3
PSY302	Forensic Psychology	3
GROUP A – NATURAL AND BEHAVIORAL SCIENCES (<i>Take One Course</i>):		
BIO211	Core Principles of Genetics	3 - 4
BIO227	Human Anatomy and Physiology	
BIO327	Human Anatomy and Physiology	
BIO330	Microbiology	
BIO350	Plant Science	
BIO410	Advanced Cellular & Molecular Biology	
CHE201	Forensic Science	
CHE401	Biochemistry	
PSY321	Sensation and perception	
PSY410	Physiological Psychology	
GROUP B – SOCIAL AND CULTURAL FACTORS (<i>Take One Course</i>):		
CRIM/PSY/SOC339	Substance Abuse	3
CRIM/SWK341	Child Abuse and Neglect	
CRIM/SOC351	The Sociology of Law	
CRIM/SOC353	The Sociology of Law Enforcement	
CRIM/SOC371	Political Assassinations in the US	
PSY301	Social Psychology	
PSY306	Abnormal Psychology	
TOTAL		12 - 13

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.



Geography [GPY]

201 World Regional Geography (LA-CDV)

[3 SH]

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)

323 African Geography, Pre-History, and History (LA-CDV)

[3 SH]

(Cross Reference: AAS 323, HIS 323) An examination of the geography of Africa and its relationship to the major themes in the continent's Pre-History and History. Areas of particular emphasis will include: physiography, climate, geologic setting, resources, evolution and distribution of flora and fauna, human Pre-History, Egypt, ancient African societies, Greek and Roman Africa, Africa and Islam, the impact of slavery, European colonialism, and independence. Prerequisite: HIS 210 or permission of the instructor.

361 Earth Science and Human Environment (LA-CDV)

[3 SH]

(Cross Reference: ES 361, GEO 361) An examination of the earth science bases of the human environmental predicament. Topics will include: the effect of climate and geography on the human environment; the soil, rock, and mineral foundations of human society; water, soil and air as resources; the possibilities and consequences of bolide impact on human society; consideration of geologic time with respect to environmental problems. The course will include a study of several important scientific, non-fiction, and fictional works by writers who have addressed these issues. Prerequisite: GEO 102 or permission of instructor.



Geology [GEO]

101 Historical Geology (LA-SCI) [3 SH]

An introduction to geology with an emphasis on geologic time, the origin and development of living things, the fossil record, the rock record, and the principles of uniformitarianism and superposition, as explained by plate tectonics theory. Prerequisite: MAT 101 or its equivalent.

101L Historical Geology Laboratory (LA-SCI) [1 SH]

To be elected concurrently with enrollment in GEO 101. Lab fee required.

102 Environmental Physical Geology (LA-SCI) [3 SH]

An introduction to geology including: earth materials, surface processes, internal processes, and tectonics. Emphasis will be placed on the environmental aspects of all areas of physical geology as well as the application of geologic principles to major environmental issues facing individuals and society as a whole. Prerequisite: MAT 101 or its equivalent.

102L Environmental Physical Geology Laboratory (LA-SCI) [1 SH]

To be elected concurrently with enrollment in GEO 102. Lab fee required.

361 Earth Science and Human Environment (LA-CDV) [3 SH]

(Cross Reference: ES 361, GPY 361) An examination of the earth science bases of the human environmental predicament. Topics will include: the effect of climate and geography on the human environment; the soil, rock, and mineral foundations of human society; water, soil and air as resources; the possibilities and consequences of bolide impact on human society; consideration of geologic time with respect to environmental problems. The course will include a study of several important scientific, non-fiction, and fictional works by writers who have addressed these issues. Prerequisite: GEO 102 or permission of instructor.

199, 299, 399, 499 Special Topics [1-12 SH]

Students are encouraged to plan learning experiences with geology faculty in areas related to the earth sciences. Possible areas of study: earthquakes, climate and weather, volcanism, local geology. Lab fee may be required.

History [HIS]

Professor Shawn Lay

Associate Professor Kevin Kenyon, *Coordinator of the History major*

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

MAJOR REQUIREMENTS

A major in history requires 36 semester hours of course work in history. Eighteen hours of the student’s history courses must be completed at the 300 or 400 level. Semester hours applied to the history major may not count simultaneously for LASP credit.

History Major Requirements		SH
HIS 197	History and Historians	3
HIS 201	The United States from Discovery to 1865	3
HIS 202	The United States since 1865	3
HIS 210	Western Civilization I	3
HIS 211	Western Civilization II	3
HIS 391	The Historian’s Craft	3
HIS 411	The Contemporary United States	3
HIS 421	Making of the Contemporary World	3
HIS 491	Practicing the Historian’s Craft	3
Upper Level History Electives (300-level or above)		6
History Electives (any level)		3
TOTAL		36

MINOR REQUIREMENTS

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

History Minor Requirements		SH
SIX HOURS FROM:		
HIS 201	The United States from Discovery to 1865	6
HIS 202	The United States since 1865	
HIS 210	Western Civilization I	
HIS 211	Western Civilization II	
Upper Level History Electives (300-level or above)		6
History Electives (any level)		6
TOTAL		18

COURSE DESCRIPTIONS

197 History and Historians [3 SH]

This course provides an introduction to the world of the professional historian. It includes a thorough survey of the development of the field of history over time, from the ancient Greeks to the current eclectic and post-modern historians. The student will gain an awareness of the environment in which historians work and the political and philosophical controversies that characterize academic history today. Finally, students will become familiar with the manner in which historians work, as they do research in leading refereed journals.

201 The United States from Discovery to 1865 (LA-US) [3 SH]

A survey of the key social, political, and cultural developments in American history from Pre-Columbian times to the end of the Civil War.

202 The United States since 1865 (LA-US) [3 SH]

An examination of the national experience from the Reconstruction Era to the present, with a focus upon major social, political, and economic developments.

210 Western Civilization I (LA-HUM) [3 SH]

From the origins of history to 1600 with emphasis on the intellectual development of the western world and an introduction to the historical method. (Offered every year)

211 Western Civilization II (LA-HUM) [3 SH]

From 1600 to the present. This course emphasizes the intellectual development of the western world and an introduction to the historical method. (Offered every year)

212 The Civilization of the Middle Ages [3 SH]

A brief political treatment, with emphasis on the social, economic and institutional development of medieval Europe. (Offered alternate years)

241 Modern East Asian History [3 SH]

This course examines the rise of Japan from an isolated war-torn medieval land to a world power, as well as the metamorphosis of China from a self-contained Empire to a giant upon today's world stage. It also studies the dilemma of Korea, caught between the two Asian powers. Prerequisite: ENG 101. (Offered in alternate years)

255 Middle Eastern History from Mohammed to Mubarak (LA-CDV) [3 SH]

Traces the history of Muslim West Asia and North Africa from the advent of Islam to the present. It examines both

continuities and changes across the centuries (c. 600-1990), while stressing the great diversity of peoples and cultures within the Middle East. Prerequisite: ENG 101. (Offered in alternate years)

303 History of Anthropology [3 SH]

A survey of cultural and social anthropology, from its roots in classical philosophy and the Enlightenment. Emphasis on twentieth-century American ethnography, British social anthropology, functionalism, structuralism, and post-structuralism. Some attention to sibling disciplines such as archeology and sociology. Prerequisite: HIS 201 or HIS 202 or HIS 210 or HIS 211.

310 United States History 1800-1860 [3 SH]

From the political revolution of 1800 to the firing on Fort Sumter, this course will deal with the personalities, programs, and problems which shaped United States history in the period prior to the Civil War. Prerequisite: HIS 202. (Offered in alternate years)

320 Teaching Secondary School Social Studies [3 SH]

(Cross Reference: EDU 320) Covers methods of teaching the social studies with an emphasis on teaching history. Topics include a study of the modern studies curriculum, materials evaluation, and acquisition, lesson planning and evaluation techniques. Observing and working in local classrooms are important parts of this course. Does not carry credit towards a major in history. Prerequisites: EDU 102, 201, HIS 201, 202, 210, 211, GPY 201, POL 201, SOC 201, BA 221 and completion of 20 hours of clinical internships in public school classrooms.

321 The Second World War [3 SH]

This course introduces students to the Second World War's causes, campaigns, personalities, and impact on six continents. It devotes considerable attention to the causes of the war, as well as the nature of the world and individual countries before the war in order to better understand the changes produced by the war. Prerequisite: HIS 211 or permission of the instructor. (Offered in alternate years)

322 The African American Experience [3 SH]

(Cross Reference: AAS 322) A detailed exploration of the history of African Americans from 1619 to the present. Major topics include the conditions of slavery, the impact of the Civil War and Reconstruction, the Jim Crow era, the Civil Rights Movement, and the rise of Black Nationalism. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

323 African Geography, Pre-History, and History (LA-CDV) [3 SH]

(Cross Reference: AAS 323, GPY 323) An examination of the geography of Africa and its relationship to the major themes in the continent's Pre-History and History. Areas of particular emphasis will include: physiography, climate, geologic setting, resources, evolution and distribution of flora and fauna, human Pre-History, Egypt, ancient African societies, Greek and Roman Africa, Africa and Islam, the impact of slavery, European colonialism, and independence. Prerequisite: HIS 210 or permission of the instructor.

330 The Vietnam War [3 SH]

A rich and detailed examination of the longest war in American history, focusing upon such topics as the history and culture of the Vietnamese people, the French experience in Indochina, the United States' diplomatic and military efforts in the region, the experiences of military personnel, the anti-war movement, and the enduring legacy of this controversial conflict. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

331 The South to 1877 [3 SH]

From Colonial times through the Reconstruction period, with an emphasis on the political, social, and economic history of the region. Prerequisite: HIS 201 or permission of the instructor.

332 The New South [3 SH]

From the end of Reconstruction to the present. Topics include southern agriculture and industrial development, Populism, the South's important role in national politics, the impact of war and depression, race relations, southern urbanization, and the endurance of southern culture to the present. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

333 The American Civil War [3 SH]

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.

335 United States Business History [3 SH]

(Cross Reference: BA 335) Traces the development of business in the United States from the Colonial period to the end of the twentieth century. Emphasis is placed on economic and institutional factors, and also on the lives of great entrepreneurs. Prerequisite: permission of the Department of Business Administration.

336 American Women in History [3 SH]

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)

342 Modern Britain: 18th Century to the Present [3 SH]

In the past 250 years, Britain created an empire spanning the globe, only to lose it in the changing circumstances of the twentieth century. Britain was the first industrial nation, and the first victim of the high-technology revolution. It brought us two-party politics and the welfare state, and now seems to reject both. This course examines this historical drama, so full of meaning in the United States grappling with its own role in the post-Cold War world. Prerequisite: HIS 211 or permission of the instructor.

351 Modern France [3 SH]

This course introduces students to major themes and events of French history since c. 1789. It examines major trends in politics, ideas, economics, and society as they influenced the development of France. It emphasizes the metamorphosis of the state, struggles over controlling the state, and the impact of the state on everyday lives of people subject to it. Prerequisite: HIS 211 or permission of the instructor. (Offered in alternate years)

353 Modern Germany [3 SH]

A survey of German history from the Revolutions of 1848 to the present, with emphasis on the unification of Germany, the Kaiserreich, World War I, the Weimar and Nazi Periods, and Germany during the Cold War. Prerequisite: ENG 101 or equivalent.

354 Nazi Germany [3 SH]

A close analysis of the Nazi period, beginning with the Volkisch roots of Nazism and continuing with the post-World War I crisis, the biography of Hitler, and Nazi ideology. Main emphasis on the building of a totalitarian regime; culture and politics in the Nazi period; and the conduct of World War II and the Holocaust. Prerequisite: ENG 101 or equivalent.

355 Modern Russia [3 SH]

An in-depth look at Russian history from the late imperial period to the present. Emphasis given to intellectual, economic and political developments, including Marxism-Leninism; the Stalinist Terror; World War II; the Cold War; the nationality question; and the collapse of the Soviet Union. Prerequisites: HIS 211 and ENG 101, or equivalent; or permission of the instructor

360 Latin America (LA-CDV) [3 SH]

(Cross Reference: POL 360, SOC 360) The history of Latin America from earliest times to the present, with an emphasis on major political and social developments. Prerequisite: ENG 101. (Offered in alternate years)

361 Modern Revolutions [3 SH]

(Cross Reference: POL 361, SOC 361) Comparative history and political sociology of 18th through 20th century revolutions including revolutions in France, the U.S., Mexico, Russia, China, Cuba, Iran and Nicaragua. Prerequisite: SOC 101 or 102 or POL 101 or HIS 210. (Offered in alternate years)

365 History and People of Mesoamerica (LA-CDV) [3 SH]

(Cross Reference: SOC 365) A travel course consisting of didactic lectures, assigned readings and videos, and other discussions and activities, prior to travel; and also including at least eight days travel in Yucatan visiting relevant archeological and modern Maya sites. The course includes the following eras: Olmec, Maya PreClassic, Maya Classic, Maya PostClassic, the Conquest, the Colonial, War of Independence, Neocolonialism and the Mexican-American War, the War of the Castes, Henequin and Debt Bondage, the Mexican Revolution, and Modern Yucatan. The course includes two days with a family in a Yucatek Mayan village. It also includes visits to three Mayan archeological sites, including Chichen Itza and Tulum, and other educational activities and experiences

in Yucatan.

371 Early Modern Europe [3 SH]

From the dawn of the Renaissance in fourteenth-century Italy to the eve of the French Revolution. This course investigates the major intellectual questions of the era from Dante to Rousseau, as well as the shaping of the modern state from the Burgundian Court to Robert Walpole and the birth of modern politics. The European expansion and the growth of prosperity provide a background for the study of evolving European social life. Prerequisite: HIS 211. (Offered in alternate years)

390 Understanding and Teaching the Holocaust [3 SH]

(Cross Reference: EDU 390) Provides a historical overview of the Holocaust, including its origins in the anti-Semitism of European culture and its effects on current world affairs. Considers historiographical, ethical and educational issues. Prerequisites: HIS 211 or HIS 202, EDU 102.

391 The Historian's Craft [3 SH]

An introduction to formal research writing in the field of history. Students will be trained in the finding of secondary and primary source materials in library archival or museum collections, and online collections. Training will also be provided in the Chicago Manual of Style citation and bibliography systems. The course will require a faculty guided research paper involving primary investigation of a singular historical question or issue. Prerequisites: HIS 201, 202, 210, and 211.

411 The Contemporary United States [3 SH]

From 1945 to the present; emphasis on the social, political, cultural, and economic changes that shape contemporary life. Special emphasis on the changing roles and status of women and racial minorities in modern America. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

421 Making of the Contemporary World (LA-CDV) [3 SH]

This course will provide an in-depth view of pressing issues in recent world history, such as poverty in the developing world; north-south income disparities; ecological degradation; de-colonization; the end of the cold war; ethnic and race relations; religious strife; geopolitical disputes; technology transfer; the rights of indigenous peoples; women's rights; and alternative forms of diplomacy. The course will proceed on a region-by-region basis in order to provide a foundation for comparison on a global scale. Prerequisite: HIS 210 or 211, or permission of the instructor.

451 The Viking Age [3 SH]

A seminar-style course aimed at the great Viking movement from its Scandinavian origins into Eastern Europe, the north Atlantic world, and beyond. Students will analyze the causes of the Viking movement, Norse religion and Christianization, the overseas settlements, and the long-term impact of the age on the development of several European and Atlantic countries. Prerequisites: HIS 210 and ENG 102 or 210, or equivalent; or permission of the instructor.

455 The Holocaust and Modern Memory [3 SH]

This course addresses the uses of history. Students will become grounded in the narrative of holocaust history and examine whether the holocaust should be broadly defined to include many victim groups or narrowly defined as an anti-Semitic phenomenon. Students will learn to think critically about why and how the Holocaust has entered modern political and cultural discourse. Prerequisites: HIS 211 and ENG 102 or 210, or equivalent; or permission of the instructor.

460 Roosevelt to Roosevelt: The United States from 1900-1945 [3 SH]

An intensive exploration of American society during the first half of the twentieth century. Topics include Progressivism, American participation in World War I, the New Era of the 1920s, the Great Depression, the New Deal, and the Second World War. Prerequisite: HIS 202 or permission of the instructor. (Offered in alternate years)

491 Practicing the Historian's Craft [3 SH]

In this course, students become practicing historians. Under the close supervision of the instructor, students will design and prepare the senior thesis. The thesis must be an original work of research, integrating primary source materials with secondary sources. The instructor will carefully monitor the students' creative thinking, analytical abilities, and writing skills.

199, 299, 399, 499 Special Topics [1-12 SH]



Honors Program [HON]

Associate Professor Jennifer Borgo, *Director of the Honors Program*

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

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

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

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

To graduate from the Honors Program at Coker College, a student must successfully complete the requirements shown in the following table. The Honors Program Committee will evaluate Honors Students at the end of three semesters (36-51 semester hours) or at the discretion of the Honors Program Committee for satisfactory progress toward graduating with honors and continued high levels of academic achievement. Students who are not making progress (at least six semester hours of “H” courses) or who have a cumulative grade point average below 3.500 will be dismissed from the Honors Program.

Honors Program

CC 101H: Introduction to Leadership and Life at Coker College.

A student who enters the Honors Program after his or her first semester at Coker College may petition the Honors Program Committee to have another CC 101 meet this requirement.

Twenty-four semester hours in courses designated as honors courses.

These courses will be marked with the suffix "H" on the student's academic record. For example, HIS 210H will designate Western Civilization I for honors credit. Requirements for "H" courses will be quantitatively and qualitatively greater than non-honors courses.

A minimum of twelve semester hours of the prescribed 24 shall be taken as part of the student's Liberal Arts Studies Program (LASP) curriculum as honors contract courses. The Director of the Honors Program will have a list of appropriate contract currently available to students.

In addition, students may request honors contracts for specific classes from professors who, if they choose to offer the class for honors credit, are then responsible for obtaining approval from the Honors Program Committee.

A minimum of six additional semester hour in variable credit honors seminars.

Each seminar will treat a subject area identified by the Honors Program Committee as key to a modern education.

Three semester hours of course work beyond the 102-level in the same non-native language.

A study abroad experience approved by the Honors Program Committee.

HON 291

HON 291 is a one-credit hour introduction to developing an honors thesis project.

HON 490 and HON 491

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

HON 490 involves planning and execution of the student's research project. It may be worth one to three semester hours and may be repeated for credit up to a total of no more than three semester hours.

HON 491 involves the writing and public presentation of the final research project and may also be worth one to three semester hours, but may not be repeated. A final project evaluation by the Project Review Committee will occur prior to the meeting of the Faculty Senate at which the student's graduation with honors will be approved. Honors students will present their projects to the campus community in a suitable venue (such as the Celebration of Academics Week held each spring semester) approved by the Honors Program Committee.

International Studies Minor [INS]

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

MINOR REQUIREMENTS

A minor in international studies requires 18 semester hours. A student majoring in any field may elect to minor in international studies, but the minor is especially recommended for students majoring in business, communication, history, political science or sociology. The minor requires six semester hours of foreign language excluding 100-level courses, INS 410 and nine semester hours from the approved International Studies electives listed below.

International Studies Minor Requirements		SH
Non-Native Language (200-level or above)		6
NINE HOURS FROM:		
GPY 201 HIS 421 POL 225 SOC 312 SOC 360	World Regional Geography Making of the Contemporary World International Politics Modernization and Social Change Latin America	9
INS 410	International Studies	3
TOTAL		18

COURSE DESCRIPTION

410 International Studies

[3 SH]

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 Liberal Arts Studies Program requirements. (Offered on demand)



Latin American Studies Minor

Associate Professor John Williams, III, *Coordinator of the Latin
American Studies minor*

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

MINOR REQUIREMENTS

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



Library [LIB]

Assistant Professor Emily Mann, *Reference & Instruction Librarian*

101 Introduction to Library Research Skills

[1 SH]

This course is a basic introduction to the process of doing research: finding information, interpreting it, and putting it to use. Students are introduced to a variety of information sources, including books, periodicals, databases, and websites. Citation style is discussed with an emphasis on APA and MLA styles and how properly citing sources is related to academic integrity.

Mathematics [MAT]

Associate Professor Ze Zhang

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

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

Assistant Professor Peter Nguyen

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

MAJOR REQUIREMENTS

All mathematics majors are required to take a 27 semester hour core curriculum. All courses in the core must be completed with a minimum grade of 2.0. Each student is required to take 12 additional semester hours at the 200 level or above in mathematics or computer science. Of these 12 semester hours, at least 9 semester hours must be taken at the 300 or 400 level, and at least 6 semester hours must be in mathematics.

Mathematics Major Requirements		SH
MATHEMATICS CORE		
MAT 201	Discrete Structures	3
MAT 203	Elementary Statistics	3
MAT 223	Calculus II	4
MAT 224	Calculus III	4
MAT 315	Linear Algebra	3
MAT 316	Differential Equations	3

MAT 491	Seminar I	1
MAT 492	Seminar II	1
MAT 493	Seminar III	1
CS 110	Computer Science I	4
MAJOR ELECTIVES (at least 9 hours must be 300-level or above)		
Mathematics Electives (200-level or above)		6
Mathematics or Computer Science Electives (200-level or above)		6
TOTAL		39

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

MINOR REQUIREMENTS

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

Mathematics Minor Requirements		SH
MAT 315	Linear Algebra	3
Upper Level Mathematics Electives (300-level or above)		3
Mathematics Electives (200-level or above)		12
TOTAL		18

PLACEMENT

All new students are required to take an online mathematics placement examination in order to determine their first mathematics course. Placement results may allow students to exempt MAT 100 and/or MAT 101, without credit. Students who receive course equivalent transfer credit are not required to take the placement exam and may begin at the next higher mathematics course (if needed).

COURSE DESCRIPTIONS

100 Basic Algebra

[3 SH]

Includes solutions of linear and quadratic equations, integral and rational exponents, rational expressions, and factorization and simplification of algebraic expressions. (Does not count towards major or minor requirements.)

101 Intermediate Algebra

[3 SH]

A study of the algebra and applications of linear, quadratic, absolute value, square root, exponential, and logarithmic functions through graphs. Includes fundamental concepts of functions such as domain, range, transformations, and inverse. Prerequisite: MAT 100, placement criteria, or equivalent background. (Does not count towards major or minor requirements.)

197 Freshman Mathematics and Computer Science Seminar

[1 SH]

(Cross Reference: CS 197) The purpose of this course is to begin to train students in techniques that will assist them in the successful completion of a degree in mathematics or computer science. The course will also introduce students to careers in mathematics and computer science.

201 Discrete Structures

[3 SH]

(Cross Reference: CS 201) An introduction to logic and methods of proof, algorithms, counting, Boolean algebra, graph theory, and finite state machines. Pre- or corequisite: CS 110, MAT 222 or permission of the instructor.

203 Elementary Statistics (LA-CORE)

[3 SH]

An introduction to probability and to the use of statistical methods and applications. Topics include descriptive statistics, various distributions, random variables, estimation, hypothesis testing, regression and correlation, and analysis of variance. Prerequisite: MAT 101, placement criteria, or equivalent background.

210 College Algebra and Trigonometry (LA-CORE)

[3 SH]

A study of trigonometry and related topics from algebra and analytic geometry. Topics from algebra include concepts of functions such as domain, range, transformations and inverse, graphs and applications of polynomial and rational functions. Prerequisite: MAT 101, placement criteria, or equivalent background. (No credit toward major)

218 Teaching Secondary School Mathematics

[3 SH]

(Cross Reference: EDU 218) Covers methods of teaching algebra, geometry, trigonometry, probability and statistics, computing, applied mathematics and unified mathematics. Considers recent curriculum changes to prepare students for teaching in secondary schools. Topics include the use of models and manipulatives, the role of computers and computer simulations, diagnosis and remediation, how to find real applications, general classroom organization and textbook selection criteria. Prerequisites: EDU 102, EDU 200, EDU 201, MAT 210, completion of 20 hours of clinical internships in public school classrooms, a college-level course in computer programming, or permission of the instructor.

220 History of Mathematics

[3 SH]

Students will investigate how people and societies have used mathematics and quantitative reasoning to solve problems throughout history. Students will learn about the universality and adaptability of mathematics by applying the variety of quantitative reasoning methods invented by different cultures to solve historical problems. Prerequisite: MAT 101, placement criteria, or equivalent background.

222 Calculus I (LA-CORE)

[4 SH]

Limits and continuity, the derivative, differentiation of algebraic and trigonometric functions, applications of derivatives, Fundamental Theorem of Calculus. Prerequisite: MAT 210 or permission of the instructor.

223 Calculus II

[4 SH]

Techniques of integration, applications of integrations,, improper integrals, infinite series. Prerequisite: MAT 222 or permission of the instructor.

224 Calculus III

[4 SH]

Vector representation of curves and surfaces, partial derivatives, multiple integrations. Prerequisite: MAT 223 or

permission of the instructor.

308 Probability and Statistics [3 SH]

A calculus based study of probability distributions and their application to statistical analysis. Prerequisite: MAT 223.

311 Topics in Geometry [3 SH]

Euclidean and non-Euclidean geometries including methods of proof, Riemannian geometry, hyperbolic geometry, and geometric transformations. Prerequisite: MAT 201 and MAT 223.

315 Linear Algebra [3 SH]

Linear equations and matrices, vectors and vector spaces, linear transformations, eigenvalues and eigenvectors, orthogonality, and applications. Interactive activities explore the graphical, numerical, and symbolic capabilities of computer algebra systems. Prerequisite: MAT 222.

316 Differential Equations [3 SH]

Solutions of first order and higher order differential equations and their applications; power series solutions; introduction to Laplace transformations and numerical solutions. Prerequisite: MAT 223.

375 Computational Methods [3 SH]

(Cross Reference: CS 375) An introduction to computational and numerical mathematics. Topics include computer arithmetic, error propagation, roundoff error, root finding methods, numerical differentiation, numerical integration, and polynomial interpolation. Prerequisites: MAT 223, CS 110 or permission of the instructor.

450 Abstract Algebra [3 SH]

Sets and mappings, equivalence relations, groups, isomorphisms, cosets, Lagrange's Theorem, rings, integral domains, and fields. Prerequisites: MAT 201 and MAT 315, or permission of the instructor.

452 Real Analysis [3 SH]

Rigorous proofs of many calculus results. Topics include cardinality of sets, limits of sequences and series, continuity, and derivatives. Prerequisite: MAT 224 or permission of the instructor.

475 Numerical Analysis [3 SH]

(Cross Reference: CS 475) Numerical linear algebra, numerical solutions to differential equations, and analysis of algorithm stability and accuracy. Prerequisites: MAT 315, MAT 316, MAT 375, or permission of the instructor.

491 Seminar I

492 Seminar II

493 Seminar III

[1 SH EACH]

(Cross Reference: CS 491, 492, 493) This capstone course sequence is intended to give students exposure to research in mathematics or computer science, presentation skills, and technical writing. Students will work with an assigned faculty member to select a research topic. With minimal supervision from faculty, students are expected to research appropriate resources, analyze and solve problems related to the content topic and its applications, organize and deliver presentations using technology, and write a final paper. For one of the seminar courses, students may participate in a practicum in which they are supervised in a content-related work environment. Students are expected to show growth during the sequence in the areas of creative and analytical thinking, and effective writing and speaking, and demonstrate in 493 that they can do senior-level work. Prerequisites: Junior or Senior standing in the major, MAT 222 and nine additional hours toward the major, or permission of the instructor.

494 Research in Mathematics [1-3 SH]

Directed independent research in mathematics. Students will be encouraged to present their research in the form of a poster presentation at a scientific conference. This course may be repeated for additional credit. Prerequisite: permission of the instructor (Offered on demand)

199, 299, 399, 499 Special Topics [1-12 SH]

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, Topology, Graph Theory, Number Theory, Mathematical Chaos.



Medical Technology

Professor Paula Bailey, *Coordinator of the Medical Technology major*
Special Lecturer Vicki T. Anderson, *Program Director of the School of
Medical Technology, McLeod Regional Medical Center*

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

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

- earn a minimum score of 450 on both the verbal and math portions of the SAT or GRE;
- maintain an overall grade point average of 2.5 with a science grade point average of 2.6;
- successfully complete all college Liberal Arts Studies Program requirements;
- successfully complete a minimum of 21 semester hours in biology, including either BIO 101L, BIO 102 and BIO 102L or BIO 110L and BIO 111; BIO 211; BIO 330; BIO 227 or BIO 327; and BIO 328;
- successfully complete a minimum of 12 semester hours in chemistry; including CHE 102, CHE 102L, CHE 351, CHE 351L, CHE 352, CHE 352L;
- successfully complete a minimum of three semester hours in mathematics including MAT 203.

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

During the fourth year of study at McLeod Regional Medical Center the student completes a fifty-two week program integrating classroom lectures and practical experience. The following courses must be taken during that time: clinical hematology, hemostasis, instrumentation and

methods, clinical chemistry, clinical microbiology, mycology, parasitology and virology, clinical microscopy, immunohematology, clinical immunology, and medical laboratory systems.



Museum Studies Specialization [MSS]

Associate Professor Kevin Kenyon, *Coordinator of the Museum
Studies specialization*

The Museum Studies specialization will offer students the basic preparation needed to work in the museum sector and the theoretical knowledge necessary to think critically about a widely under-analyzed discipline. Museums are rapidly becoming centers of community dialogue and are emerging as places of multicultural discourse. The specialization in museum studies combined with a traditional major field will prepare the student for graduate programs in public history or museum studies. Museum studies is open to students in any major and may appeal especially to students majoring in art, history, physical education, the sciences, or to those specializing in African-American Studies.

A minimum of 15 semester hours is required for a specialization in museum studies, distributed as follows: All students pursuing the specialization in museum studies must complete MSS201 and MSS301. Students will also complete three semester hours from ART100 or ART180, and three semester hours from ART282, ART384, ART388 or ART389. Finally, students must complete three semester hours from ART387 or MSS401.

COURSE DESCRIPTIONS

201 Introduction to Museum Studies

[3 SH]

This course will provide an intellectual framework for the past, present, and future roles of museums. Students will be exposed to historical and contemporary issues in Museum Studies. This course will lay the foundation for further study in museum communication and interpretive strategy, museums and cultural diversity, museum management, management of museum collections, and the educational role of the museum. Prerequisites: ENG102 or ENG210, and HIS210 or HIS211 or PHI205.

301 Contemporary Museum Studies

[3 SH]

This course will build on the foundations constructed in MSS201. Further emphasis will be placed on developments in the field from the late 1980s to present. Students will be exposed to the revolutionary paradigm change that shifts emphasis from collections to "people." Particular attention will be given to "the new museology," the concept of the ecomuseum, the museum as locus of the multicultural community, and the rise of heritage sites within museum studies. Prerequisite: MSS201.

401 Externship in Major World Museums

[3 SH]

Student will prepare a research paper derived from supervised visits and research in selected museums abroad. Students will also observe museum practice at selected sites. (Additional travel fee required.) Prerequisite: MSS301 or permission of the instructor.



Music [MUS]

Associate Professor William Carswell, *Coordinator of the Music*

Education major

Associate Professor Graham Wood, *Coordinator of the Music Major & Musical*

Theater program

Assistant Professor Serena Hill-LaRoche, *Coordinator of Vocal Studies*

Assistant Professor Ryan Smith

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

A major in music with a concentration in applied piano or voice requires the satisfactory completion of a minimum of 49 semester hours. All courses counting toward a major in music must be completed with a minimum grade of C. A major in music education requires the satisfactory completion of a minimum of 61 semester hours. All music courses counting toward a major in music education must be completed with a minimum grade of C. In addition to regular requirements for all degree programs, students majoring in music will complete a sequence of courses in one area of applied music and basic theoretical and historical studies as listed below. In addition to this core curriculum, electives are available to those wishing to take course work in music pedagogy or other special topics. Individualized majors may be planned in consultation with the music faculty and the Dean of the Faculty. For purposes of placement and advising, all prospective music majors will be tested on the rudiments of music and must present

an acceptable audition prior to enrollment in MUS 111 (first year-level Applied Music). Coker College is an accredited institutional member of the National Association of Schools of Music.

A major in music with a concentration in musical theater requires the satisfactory completion of a minimum of 51 semester hours. All courses counting toward a major in music with a concentration in musical theater must be completed with a minimum grade of C. Electives are available to those wishing to take additional course work in music, theater, dance, or other special topics. For purposes of placement and advising, students seeking to pursue the musical theater concentration must present an acceptable audition prior to enrollment in introductory courses or during their first year of study in the concentration. Students will be asked to demonstrate skills in singing and acting (see Audition Requirements below).

Audition Requirements

BACHELOR OF ARTS IN MUSIC WITH A CONCENTRATION IN VOICE OR BACHELOR OF MUSIC EDUCATION WITH A CONCENTRATION IN VOICE:

- Three selections in contrasting style that demonstrate ability and that are sung from memory.
- At least one classical selection in a foreign language.
- Accompaniment tapes are not allowed.

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

BACHELOR OF ARTS IN MUSIC WITH A CONCENTRATION IN PIANO OR BACHELOR OF MUSIC EDUCATION WITH A CONCENTRATION IN PIANO:

- A balanced program of three memorized works from contrasting style periods.
- The program may involve either complete works or individual movements from larger works.
- Students auditioning for a minor in music with a concentration in piano should prepare two memorized works from contrasting style periods.

BACHELOR OF ARTS IN MUSIC WITH A CONCENTRATION IN MUSICAL THEATER:

- Two contrasting musical theater songs and a monologue performed from memory
- Monologues should be under two minutes; songs should include a verse and at least one chorus.

- Accompaniment tapes are not allowed.

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

Degree Requirements

BACHELOR OF ARTS IN MUSIC (PIANO, VOICE)

Students majoring in music will select a principle performing area of either piano or voice. Students must complete the course requirements in their chosen concentration as well as the Liberal Arts Studies 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 or closed senior recital.

Music Major with a Piano Concentration Requirements		SH
PRINCIPAL INSTRUMENT – PIANO		
MUS 111P - 412P	Applied Piano	16
SECONDARY INSTRUMENT – VOICE		
MUS 105 <i>or</i> MUS 101V/102V	Class Voice <i>or</i> Applied Voice	2
MUSIC THEORY		
MUS 121 MUS 122 MUS 221 MUS 222	Music Theory I Music Theory II Music Theory III Music Theory IV	12
MUS 321	Form and Analysis	3
MUS 331	Survey of Music History I	3
MUS 332	Survey of Music History II	3
MUS 364 <i>or</i> MUS 365	Piano Pedagogy <i>or</i> Piano Literature	2
PERFORMANCE ENSEMBLES		
MUS 152	Coker Singers	4
MUS 151 <i>or</i> MUS 152	Collaborative Piano <i>or</i> Coker Singers	4
TOTAL		49

Music Major with a Voice Concentration Requirements		SH
PRINCIPAL INSTRUMENT – VOICE		
MUS 111P – 412P	Applied Piano	16
SECONDARY INSTRUMENT – PIANO		
MUS 104 or MUS 101P/102P	Class Piano or Applied Piano	2
MUSIC THEORY		
MUS 121 MUS 122 MUS 221 MUS 222	Music Theory I Music Theory II Music Theory III Music Theory IV	12
MUS 321	Form and Analysis	3
MUS 331	Survey of Music History I	3
MUS 332	Survey of Music History II	3
MUS 366	Vocal Pedagogy	2
MUS 152	Coker Singers	8
TOTAL		49

BACHELOR OF MUSIC EDUCATION

Students majoring in music education will select a principle performing area of either piano or voice. Students must complete the course requirements in their chosen concentration as well as the Liberal Arts Studies 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 or closed senior recital.

Music Education Major Requirements		SH
PRINCIPLE INSTRUMENT		
MUS 111P – 411P or MUS 111V – 411V	Applied Piano or Applied Voice	14
SECONDARY INSTRUMENT		
Piano concentration: MUS 105 or MUS 101V/102V Voice concentration: MUS 104 or MUS 101P/102P		1-4

MUSIC THEORY		
MUS 121	Music Theory I	12
MUS 122	Music Theory II	
MUS 221	Music Theory III	
MUS 222	Music Theory IV	
MUS 321	Form and Analysis	3
MUS 322	Orchestration	3
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
PERFORMANCE ENSEMBLES		
5 hours from: MUS 152 MUS 153 MUS 154	Coker Singers Opera Workshop Musical Theater Ensemble	5
2 hours from: MUS 151 MUS 152	Collaborative Piano Coker Singers	2
PROFESSIONAL EDUCATION COURSES		
EDU 102	Introduction to Education	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
TOTAL		83-86

Liberal Arts Studies Program Courses for Music Education Majors

Liberal Arts Studies Program Requirements for Music Education Majors		SH
CORE SKILLS		
COM 101	Speech Communication Skills	3

ENG 101	English Composition and Rhetoric I	3
One course from: MAT 203 MAT 210 MAT 222	Introduction to Statistics College Algebra and Trigonometry Calculus I	3-4
PE 120 <i>or</i> PE 215	Lifetime Fitness <i>or</i> Personal and Community Health	3
KNOWLEDGE OF THE ARTS		
One course from the Arts options, excluding MUS 230		3
KNOWLEDGE OF THE BEHAVIORAL SCIENCES		
PSY/EDU 200 <i>or</i> PSY/EDU 201	Human Development: Conception to Puberty <i>or</i> Human Development: Puberty to Death	3
One additional course from the Behavioral Science options		3
KNOWLEDGE OF CULTURAL DIVERSITY		
ENG 201 <i>or</i> ENG 202	World Literature I <i>or</i> World Literature II	3
KNOWLEDGE OF THE HUMANITIES		
HIS 210 <i>or</i> HIS 211	Western Civilization I <i>or</i> Western Civilization II	3
PHI 205 <i>or</i> REL 204	Survey of Western Philosophy <i>or</i> Religions of the World: Western Monotheisms	3
KNOWLEDGE OF THE MATHEMATICAL AND NATURAL SCIENCES		
BIO 101 <i>or</i> BIO 102	Principles of Biology <i>or</i> Core Principles of Organismal Biology	3
One course from: GEO 101 GEO 102 CHE 101 PHY 101 PHY 201	Historical Geology Environmental Physical Geology General Chemistry I Physical Science General Physics I	3
The 1 hour laboratory associated with either of the courses completed above		1
KNOWLEDGE OF THE UNITED STATES		
HIS 202	The United States since 1865	3
TOTAL		40-41

BACHELOR OF ARTS IN MUSIC (MUSICAL THEATER)

Students selecting the Musical Theater concentration will have principle performing areas of voice and acting. Students must complete required courses in music, dance and theater as well as the Liberal Arts Studies Program requirements, as outlined in the Academic Programs section of this *Academic Catalog*. Free electives are the choice of the student; however, it is strongly recommended that students choose from the recommended courses listed below. At the conclusion of their program, students will present a public senior performance.

Music Major with a Musical Theater Concentration Requirements		SH
MUSIC COURSES		
MUS 101T/102T or MUS 301T/302T	Applied Music (musical theater voice) <i>(Senior Performance is included in MUS 301/302T)</i>	8
MUS 121	Music Theory I	3
MUS 122	Music Theory II	3
MUS 103	Class Piano I	2
MUS 104	Class Piano II	2
MUS 267	Diction	2
MUS 350	Broadway & Hollywood Musicals	3
Four hours from: MUS 301T/302T MUS 101P/102P MUS 301P/302P MUS 152 MUS 153 MUS 154 MUS 221 MUS 222 MUS 322 MUS 331 MUS 332 MUS 355 MUS 367 MUS 368	Applied Music (voice) Applied Music (piano) Applied Music (piano) Coker Singers Opera Workshop Musical Theater Ensemble Music Theory III Music Theory IV Orchestration Survey of Music History I Survey of Music History II Coker Chamber Singers Practicum in Musical Theater Diction II	4
PERFORMANCE ENSEMBLES		
MUS 152	Coker Singers	4
Four hours from: MUS 153 MUS 154 MUS 355 MUS 367	Opera Workshop Musical Theater Ensemble Coker Chamber Singers Practicum in Musical Theater	4

THEATER COURSES		
THE 150	Introduction to Theater Production	3
THE 156	Acting I	3
3 hours from: THE 256 THE 356 THE 456	Acting II Acting III Acting IV	3
3 hours from: THE 372 THE 373	Practicum in Acting (1 sh) Practicum in Technical Theater (1 sh) <i>(Students may substitute any other 300/400 level theater course)</i>	3
DANCE COURSES		
DNC 100 or DNC 101	Beginning Modern Dance Technique or Beginning Tap	1-2
DNC 105	Ballet Technique I	2
DNC 106	Jazz Technique I	1
<i>Students are encouraged to take a second course in one of the above dance styles</i>		
TOTAL		51-52

RECOMMENDED MUSICAL THEATER ELECTIVES

DNC 100 Beginning Modern Dance Technique
DNC 101 Beginning Tap
DNC 103 Dance Appreciation
DNC 201 Intermediate Tap
DNC 205 Ballet Technique II
DNC 206 Jazz Technique II
MUS 301T/302T Applied Music (musical theater)
THE 256 Acting II
THE 263 Stage Makeup
THE 321 Voice and Diction
THE 343 Modern Drama (LA-HUM)
THE 356 Acting III
THE 358 Directing I
THE 456 Acting IV

MUSIC MINOR

A minor in music requires the satisfactory completion of 18 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.

Music Minor Requirements		SH
MUS 101P/102P or MUS 101V/102V	Applied Music (piano) or Applied Music (voice)	4
MUS 121	Music Theory I	3
MUS 230 or MUS 235	Music Appreciation or Introduction to World Music	3
PERFORMANCE ENSEMBLES – 2 HOURS FROM:		
MUS 151 MUS 152 MUS 153 MUS 154	Collaborative Piano Ensemble Coker Singers Opera Workshop Musical Theater Workshop	2
Upper Level Music Electives (300-level or above)		6
TOTAL		18

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).

COURSE DESCRIPTIONS

Applied Music

101 Elementary Studies in Applied Music: Organ, Piano, Voice [1 SH]

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.

101T Elementary Studies in Applied Music for Musical Theater: Voice [1 SH]

Applied music for students in the Musical Theater 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.

102 Elementary Studies in Applied Music: Organ, Piano, Voice [2 SH]

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.

102T Elementary Studies in Applied Music for Musical Theater: Voice [2 SH]

Applied music for the Musical Theater 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.

103, 104 Class Piano

[2 SH EACH]

Piano instruction in a group setting, taught in the College'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)

105 Class Voice

[2 SH]

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)

111, 112, 211, 212, 311, 312, 411, 412 Applied Music: Piano, Voice

[2 SH 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. Attendance at all designated recitals, workshops, and other events is required for all applied students. Prerequisite: music major and permission of the instructor.

301 Studies in Applied Music: Organ, Piano, Voice

[1 SH]

Applied music for the advanced non-major, non-performance-track major, and for the music major continuing study on a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisites: permission of the instructor.

301T Studies in Applied Music for Musical Theater: Voice

[1 SH]

Applied music for advanced students in the Musical Theater concentration. Vocal production and technique, interpretation and repertory. Includes preparation of a senior performance. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

302 Studies in Applied Music: Organ, Piano, Voice

[2 SH]

Applied music for the advanced non-major, non-performance-track major, and for the music major continuing study on a secondary instrument. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisites: permission of the instructor.

302T Studies in Applied Music for Musical Theater: Voice

[2 SH]

Applied music for advanced students in the Musical Theater concentration. Vocal production and technique, interpretation and repertory. Includes preparation for a senior performance. Attendance at studio class, designated recitals, workshops, and other events may be required. May be repeated for additional credit. Prerequisite: permission of the instructor.

Music Theory

120 Foundations of Musical Skill

[2 SH]

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)

121, 122, 221, 222 Music Theory I, II, III, & IV

[3 SH EACH]

A two-year presentation of the rudiments of music, harmonic materials, sight-singing and ear-training 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.

321 Form and Analysis

[3 SH]

Detailed study and practice in analysis of the structure of music from the smallest structural units to large compound forms. Direct applications in music composers from various epochs. Prerequisites: MUS 121, 122, 221, 222. (Offered in alternate years)

322 Orchestration

[3 SH]

Basic techniques of scoring for orchestra and ensembles. Ranges and transposition of voices and instruments. Practical skills in music notation software. Prerequisites: MUS 121, 122. (Offered in alternate years)

Performance Ensembles

151 Collaborative Piano [1 SH]

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.

152 The Coker Singers [1 SH]

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)

153 Opera Workshop [2 SH]

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)

154 Musical Theater Ensemble [1 SH]

An ensemble given to preparing and coaching scenes from musicals and performance of these scenes in preparation for a musical theater showcase or an ensemble role in a main stage production. May be repeated for additional credit. Prerequisite: Audition and permission of the instructor.

156 Coker Men's Ensemble [1 SH]

The Men's Vocal Ensemble performs a wide variety of choral literature with engaging performance styles. The repertoire ranges from old European and American college and folk songs to contemporary art songs and popular operetta/show tunes. The choir is a fraternal organization combined with an intensive study of vocal technique and musical styles. Performances regularly include concerts on campus and in surrounding communities. May be repeated for additional credit. Prerequisite: Permission of the instructor.

157 Coker Gospel Choir [1 SH]

The goal of the Gospel Choir is to lead students in experiencing the singing and understanding of Gospel music and its various styles, as well as other forms of sacred music of the 20th century of the African American experience. May be repeated for additional credit. Prerequisite: Permission of the instructor.

158 Concert Band [1 SH]

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. Prerequisite: Permission of the instructor.

355 The Coker Chamber Singers [1 SH]

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.

367 Practicum in Musical Theater [1 SH]

A course providing practical experience for the singer/actor by taking a leading role in a musical theater production. May be repeated once for credit. Prerequisites: THE 156, MUS 101T and/or permission of the director of the production.

Music History and Literature

230 Introduction to Western Classical Music (LA-ART) [3 SH]

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.

235 Introduction to World Music (LA-CDV) [3 SH]

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.

331 Survey of Music History I [3 SH]

Survey of music from Antiquity to 1750. Prerequisites: MUS 221 and ENG 102 or 210. (Open to non-majors by permission of the instructor) (Offered in alternate years)

332 Survey of Music History II [3 SH]

Survey of music from 1750 to the present. Prerequisites: MUS 221 and ENG 102 or 210. (Open to non-majors by permission of the instructor) (Offered in alternate years)

341, 342 Seminar in Applied Music [1 SH EACH]

A study of the literature and performance problems of the student's principal applied instrument. (Offered on demand)

350 Broadway and Hollywood Musicals in the Twentieth Century [3 SH]

(Cross Reference: COM 350, ENG 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 theater 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 theater. Class content will also include the cultural and economic history of musical theater and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 102 or 210.

431 Late Baroque, Rococo and Classical Music Literature [3 SH]

Detailed study of selected works of these periods. Prerequisites: MUS 331, 332. (Offered on demand)

432 Romantic Music Literature [3 SH]

Detailed study of selected works of this period. Prerequisites: MUS 331, 332. (Offered on demand)

433 20th Century Music Literature [3 SH]

Detailed study of selected works of this period. Prerequisites: MUS 331, 332. (Offered on demand)

434 Medieval and Renaissance [3 SH]

Detailed study of selected works of this period. Prerequisites: MUS 331, 332. (Offered on demand)

Materials and Pedagogy

181 Instrumental Techniques: Strings [1 SH]

Techniques and materials for beginning study on string instruments. Required of / restricted to music education majors. (Offered in alternate years)

182 Instrumental Techniques: Brass and Percussion [1 SH]

Techniques and materials for beginning study on brass and percussion instruments. Required of / restricted to music education majors. (Offered in alternate years)

183 Instrumental Techniques: Woodwinds [1 SH]

Techniques and materials for beginning study on woodwinds instruments. Required of / restricted to music education majors. (Offered in alternate years)

197 First-Year Seminar in Music [1 SH]

Students will learn how to become successful music majors and develop habits that will prepare them for careers in music, music-related disciplines, or for lives in which music play an important part. Topics for discussion will include degree requirements and concentrations within the music major, academic and professional expectations, exploration of career options, preparing for professional opportunities, and applying to graduate school. Music faculty, visiting artists, and alumni will also discuss their experiences as professional musicians. (Offered every spring semester)

267 Diction I [2 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. Emphasis on Italian and English languages. (Open to non-majors by permission of the instructor)

361 Music for Elementary Teachers [3 SH]

A course for non-music majors seeking Teacher Certification in South Carolina and other states. Study of elementary music curriculum, teaching techniques and materials. Prerequisite: MUS 230.

362 Elementary Music Methods and Materials [3 SH]

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)

363 Secondary Music Methods and Materials [3 SH]

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)

364 Piano Pedagogy [2 SH]

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)

365 Piano Literature [2 SH]

A survey of piano repertoire appropriate to various performance and teaching situations is examined. Prerequisite: permission of the instructor. (Offered on demand)

366 Vocal Pedagogy [2 SH]

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: Permission of the instructor. (Offered in alternate years)

368 Diction II [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. Emphasis on French and German languages. Prerequisite: MUS 267 (Open to non-majors by permission of the instructor)

369 Song Literature [2 SH]

A survey of the literature of art song including German Lieder, French Mélodie, and Italian song as well as the art song traditions of other nations. Prerequisite: MUS 267. (Offered in alternate years)

371 Conducting [2 SH]

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)

372 Advanced Conducting [2 SH]

A study of and laboratory in musical rehearsal techniques. Prerequisite: MUS 371 or permission of the instructor. (Offered in alternate years)

466 Advanced Vocal Pedagogy

[2 SH]

Designed to further present the physiological and acoustical bases for a coherent approach to the teaching of singing including practical application, studio setup and ethics, and financial consideration. Students will acquire practical experience in teaching voice in the standard format: one-on-one studio work. While the principal focus of this course is on the voice as a solo instrument in the Western classical tradition, the principles covered in this course are also applicable to choral, theatrical, and popular genres. Prerequisites: MUS 366 and permission of the instructor. (Offered on demand)

467 Pedagogy Internship: Voice

[1 SH]

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: MUS 466 and permission of the instructor. (Offered on demand)

468 Pedagogy Internship: Piano

[1 SH]

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: MUS 364 and permission of the instructor. (Offered on demand)

199, 299, 399, 499 Special Topics

[1-12 SH]

Offered at the discretion of the music instructors.



Philosophy [PHI]

205 Survey of Western Philosophy (LA-HUM) [3 SH]

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.

301 Existentialism [3 SH]

An intensive investigation of the philosophical perspective of existentialism as presented through the writings of Kierkegaard, Nietzsche, Jaspers, Marcel, Heidegger, Camus and Sartre.

315 Philosophical Anthropology: Images of Man [3 SH]

A consideration of thought of various philosophers or schools of philosophy concentrating on alternative ways of perceiving the nature of man, his limitations and potentialities.

330 Classical and Modern Political Philosophy [3 SH]

(Cross Reference: POL 330) An intensive investigation of the political thought of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Burke.

430 Politics and Literature [3 SH]

(Cross Reference: POL 430) An investigation of literature as a medium for the communication of political ideas.

199, 299, 399, 499 Special Topics [1-12 SH]



Physical Education and Sport Studies [PE]

Associate Professor John Jewell,

Associate Professor Suzanne Parker, *Coordinator of the Physical Education major and the Teacher Education concentration*

Associate Professor Stephen Terry

Assistant Professor James E. McLaughlin

Assistant Professor Robin Richardson

Assistant Professor Dave Schmotzer

Instructor Dan Schmotzer

The physical education and sport studies department consists of the physical education activity program and major program. The physical activity program (101-115 level courses) offers students an opportunity to develop proficiency in a variety of sports and fitness activities. All students are required to take PE 120 or 215 or an approved substitute to complete the three-hour Liberal Arts Studies Program requirement in physical education.

Coker College awards the Bachelor of Arts degree with a major in physical education and sport studies. Students pursuing this degree must complete at least one concentration within the major from the following areas: (a) coaching, (b) exercise science (c) physical fitness programming, (d) sport communication, or (e) teacher education. Each degree program requires completion of the College's Liberal Arts Studies Program (LASP) 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.

Undergraduate Major Requirements

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, 260, 320, 411, 415, 450 or 470, BIO 227, and three credits of PE activity courses.

BACHELOR OF ARTS IN PHYSICAL EDUCATION AND SPORT STUDIES

(Coaching, Exercise Science, Physical Fitness Programming and Sport Communication concentrations)

Physical Education and Sport Studies Requirements		SH
PHYSICAL EDUCATION CORE		
PE 101-105 <i>or</i> PE 230 or PE 250	Physical Activity Program (choose three) <i>or</i> Outdoor Education <i>or</i> Lifetime & Team Activities (choose one)	3
PE 120	Lifetime Fitness	3
PE 200	Introduction to Technology in Physical Education	3
PE 205	Introduction to Physical Education and Sport Studies	3
PE 260	Motor Learning and Development	3
BIO 227 or BIO 327	Human Anatomy & Physiology of Motion Systems and Respiration <i>or</i> Human Anatomy & Physiology I	4
PE 320	Kinesiology	3
PE 411	Organization & Administration of Physical Education & Sport Studies	3
PE 415	Exercise Physiology	3
PE 450	Physical Education and Sport Studies Internship	3
ONE REQUIRED CONCENTRATION		18-21
TOTAL		49-52

COACHING CONCENTRATION

A major in physical education and sport studies with a concentration in coaching prepares the physical education major to apply concepts and principles related to all aspects of coaching, including the player, team, coach and administration of athletic programs for youth and adults. The field experience is an important aspect of this concentration.

Coaching Concentration Requirements		SH
PE 222	Theory & Techniques of Coaching–Individual/Dual	3
PE 224	Theory and Techniques of Coaching–Team	3
PE 300 or PE 400	Sport Officiating or Coaching Ethics in Sport	3
PE 426	Nutrition in Sport and Fitness	3
Physical Education Electives (200 level or above)		6
TOTAL		18

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 in the general area of exercise science involving sport medicine, athletic training, exercise physiology, cardiac rehabilitation, and physical therapy.

Exercise Science Concentration Requirements		SH
ONE COURSE FROM:		
PE 326 PE 333 PE 410 PE 426	Prevention and Care of Athletic Injuries Adapted Physical Education Measurement and Evaluation in Physical Education and Sport Studies Nutrition in Sport and Fitness	3
PE 301	Physical Activity and Fitness Appraisal	3
MAT 210	College Algebra and Trigonometry	3
BIO 102	General Biology of Whole Organisms	3
BIO 102L	General Biology of Whole Organisms Laboratory	1
CHE 102	General Chemistry II	3
CHE 102L	General Chemistry II Laboratory	1
PHY 201 + PHY 201L or PHY 203 + PHY 203L	General Physics I with Laboratory or Calculus Physics I with Laboratory	4
TOTAL		21

PHYSICAL FITNESS PROGRAMMING CONCENTRATION

A major in physical education and sport studies with a concentration in physical fitness programming will provide the student with the background necessary to work as a program coordinator and instructor in community fitness programs involving a variety of areas and abilities.

Physical Fitness Programming Concentration Requirements		SH
PE 220	Sport in Society	3
PE 226	First Aid	3
PE 301	Physical Activity and Fitness Appraisal	3
PE 330	Introduction to Personal Training	3
PE 333	Adapted Physical Education	3
PE 410	Measurement & Evaluation in Physical Education and Sport Studies	3
PE 426	Nutrition in Sport and Fitness	3
TOTAL		21

SPORT COMMUNICATION

A major in physical education and sport studies with a concentration in sport communication includes a broad overview of the communications field related to sport. It is designed for students who are interested in careers involving sport journalism, broadcasting, or sport information.

Sport Communication Concentration Requirements		SH
PE 220	Sport in Society	3
PE 400	Coaching Ethics in Sport	3
COM 150	Introduction to Mass Communication	3
COM 373	Public Relations Writing	3
Communication Electives (200-level or above)		6
TOTAL		18

BACHELOR OF ARTS IN PHYSICAL EDUCATION AND SPORT STUDIES (TEACHER EDUCATION CONCENTRATION)

A major in physical education and sport studies with a concentration in teacher education will meet the requirements for teacher certification in physical education for grades K-12 when taken in conjunction with requirements described in The Coker College Teacher Education Bulletin.

Teacher Education Concentration Requirements		SH
PHYSICAL EDUCATION TEACHER EDUCATION CORE		
PE 103	Basketball/Softball	1
PE 108 or PE 115	Racquet Sports or Tennis	1
PE 113	Volleyball/Soccer	1
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 260	Motor Learning and Development	3
BIO 227 or BIO 327	Human Anatomy & Physiology of Motion Systems and Respiration or Human Anatomy & Physiology I	4
PE 320	Kinesiology	3
PE 411	Organization and Administration of Physical Education and Sport Studies	3
PE 415	Physiology of Exercise	3
REQUIRED TEACHER EDUCATION CONCENTRATION COURSES		
PE 226	First Aid	3
PE 230	Outdoor Education	3
PE 312	Elementary Physical Education School Methods*	3
PE 314	Secondary Physical Education School Methods*	3
PE 333	Adapted Physical Education*	3
PE 335	School Health Methods*	3
PE 410	Measurement and Evaluation in Physical Education and Sport Studies	3
REQUIRED EDUCATION COURSES		
EDU 102	Introduction to Education*	3
EDU 308	Reading for the Secondary Teacher*	3
EDU 385	Psychology Applied to Teaching and Learning in the Classroom*	3
EDU 405	Classroom Pragmatics: Assessment & Management*	3
EDU 415	Seminar in Student Teaching	3
PE/EDU 470	Comprehensive Internship: PK-12	12
TOTAL		76

*Courses marked with an asterisk (*) require internship hours*

COURSE DESCRIPTIONS

101-115 Physical Activity Program

[1 SH 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)

101 Aerobics

102 Lacrosse Strength and Conditioning

103 Basketball/Softball

104 Disc Golf/Team Handball

106 Weight/Aerobic Training

108 Racquet Sports

110 Swimming: Beginning (Non-swimmers)

111 Swimming: Intermediate (Prerequisite: PE 110 or permission of the instructor)

112 Swimming: Advanced and Lifesaving (Prerequisite: PE 111 or permission of the instructor)

113 Volleyball/Soccer

114 Golf

115 Tennis

120 Lifetime Fitness (LA-CORE)

[3 SH]

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.

200 Introduction to Technology in Physical Education

[3 SH]

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.

205 Introduction to Physical Education and Sport Studies

[3 SH]

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.

215 Personal and Community Health (LA-CORE)

[3 SH]

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.

220 Sport in Society

[3 SH]

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.

222 Theory and Techniques of Coaching Individual/Dual Sports [3 SH]

The purpose of this course is to provide the prospective athletic coach with the basic underlying philosophies, theories and techniques for planning, organizing and managing individual and dual sports. In addition, knowledge of teaching skills and techniques which influence effectiveness and improve performance will be emphasized. Prerequisite: Declared physical education major.

224 Theory and Techniques of Coaching Team Sports [3 SH]

The purpose of this course is to provide the prospective athletic coach with the basic underlying philosophies, theories, strategies and techniques for planning, organizing and managing team sports. In addition, knowledge of effective communication, current issues and roles of coaching will be emphasized. Prerequisites: Declared physical education major.

226 First Aid [3 SH]

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. Certification in ARC First Aid/CPR/AED may be available.

230 Outdoor Education [3 SH]

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)

250 Lifetime and Team Activities [3 SH]

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)

260 Motor Learning and Development [3 SH]

Current theories and principles explaining motor behavior and the psychological factors related to and affecting motor skill acquisition and performance. Prerequisites: PE 205 and declared physical education major.

300 Sports Officiating [3 SH]

This course is designed to teach students the rules and regulations of specific sports along with the application of them in games. Current rule changes will be reviewed and discussed. Prerequisite: Declared physical education major.

301 Physical Activity and Fitness Appraisal [3 SH]

An in-depth study of the health related aspect of physical fitness pertaining to an individual's total well-being. Emphasis on the methodology of fitness measurement, assessment, and the development of individualized programs of fitness involving cardiovascular endurance, flexibility, body composition, diet and weight control, nutrition, and stress management. Prerequisite: Junior standing and declared physical education.

312 Elementary Physical Education School Methods [3 SH]

This methods course is designed to prepare prospective Elementary (PK–5) Physical Education teachers with the necessary theoretical and practical skills to become effective teachers. To include planning, presenting and evaluating lesson plans concerning knowledge, strategies and skills for physical activity, games and sport. Practicum hours included. Prerequisites: PE 205, 260 and two PE activity courses.

314 Physical Education School Methods [3 SH]

Materials and methods for organization and direction of Secondary (6–12) Physical Education Programs. Emphasis on theories and styles of teaching as related to the learning environment. To include planning, presenting, and evaluating lesson plans concerning knowledge, strategies, and skills for physical activity, games, and sport. Practicum hours included. Prerequisites: Membership in the Teacher Education Program (TEP), and two PE activity courses.

320 Kinesiology [3 SH]

A study of neuromuscular and mechanical principles of motion as related to the analysis of human movement. Prerequisites: PE 205, BIO 227.

322 Adventure Education Activities [3 SH]

This course is designed for study away opportunities to explore and develop cooperative and fundamental techniques and skills for the safe participation in a variety of adventure activities through classroom-based and real-world experiences. It involves participation in real-world environmental stewardship and the learning of life-long skills such as swimming, snorkeling, paddle boarding, etc. (Activity fee required)

326 Prevention and Care of Athletic Injuries [3 SH]

Basic principles of injury prevention, recognition, and immediate care of athletic injuries. Emphasis will be placed on systematic evaluation of injuries to the following areas: foot and ankle, lower leg, knee, hip and thigh, hand and wrist, elbow, shoulder, and head and face. Techniques for protective tapings and wrappings will also be taught.

330 Introduction to Personal Training [3 SH]

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.

333 Adapted Physical Education [3 SH]

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.

335 School Health Methods [3 SH]

Materials and methods for organization and directing school health programs. Emphasis is placed upon program topics of healthful living for the child in the home, school, and community environment. Practicum hours included. Prerequisites: PE 215 and membership in TEP.

344 Event and Facility Management [3 SH]

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.

356 Legal Issues in Sport [3 SH]

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.

380 Technology in Physical Education [3 SH]

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.

400 Coaching Ethics in Sport [3 SH]

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.

410 Measurement and Evaluation in Physical Education and Sport Studies [3 SH]

A survey of tests and the study of techniques of measurement and evaluation in physical education. Administration and critique of appropriate measures of physical fitness, sport skills, knowledge, and the use of elementary statistics. Prerequisites: MAT 101 or equivalent and at least junior standing.

411 Organization and Administration of Physical Education and Sport Studies [3 SH]

The study of concepts and theories relating to organizational tasks in physical education. Administrative theory and leadership skills are studied with special attention given to the problems of the administrator in the broad areas of physical education. Prerequisites: PE 205, declared PE major, and junior standing.

415 Physiology of Exercise [3 SH]

Physiological functions of the body during muscular work. Physiological aspects of fatigue, training, and physical fitness. Prerequisites: PE 205, BIO 227, and junior standing.

426 Nutrition in Sport and Fitness

[3 SH]

Nutritional needs of persons participating in physical activity with emphasis on the athlete. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning, and nutritional needs of the body during various stages of activity. Prerequisite: Junior standing.

450 Physical Education and Sport Studies Internship

[3 SH]

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 Director of the Center for International and Experiential Education 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 or permission of the instructor.

470 Comprehensive Internship (PK-12)

[12 SH]

(Cross Reference: EDU 470) Provides 12 weeks of supervised observation and teaching in schools working with an experienced teacher certified to teach in the student's specialized area. Prerequisites: Membership in the Teacher Education Program, senior standing, completion of all professional education and all specialized subject area courses, approval by the Faculty Advisor and the Director of the Teacher Education Program.

199, 299, 399, 499 Special Topics

[1-12 SH]

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 [PHY]

Associate Professor Gordon Brown

Associate Professor Ze Zhang

Assistant Professor John Hauptfleisch

COURSE DESCRIPTIONS

101 Physical Science (LA-SCI) [3 SH]

A survey of physical science including concepts in physics, earth science and chemistry. Particular attention will be given to the concepts of scientific inquiry, weather, properties and changes of matter, Earth's materials and changes, forces, motion, sound, light, electricity, and magnetism. Prerequisite: MAT101.

101L Physical Science Laboratory (LA-SCI) [1 SH]

Experiments designed to illustrate the principles of physical science taught in PHY101. Prerequisite or corequisite: PHY101. Lab fee required.

201 General Physics I (LA-SCI) [3 SH]

An algebra-based course covering classical mechanics and dynamics. Topics include vector notation, kinematics, statics, dynamics, circular motion, work and energy, linear momentum, and rotational motion. Prerequisite: MAT210 or permission of the instructor.

201L General Physics I Laboratory (LA-SCI) [1 SH]

Experiments designed to illustrate the principles of physics covered in PHY201. Pre- or corequisite: PHY201. Lab fee required.

202 General Physics II [3 SH]

An algebra-based course covering fluids, vibrations, waves, sound, electricity, magnetism, light, and optics. Prerequisite: PHY201.

202L General Physics II Laboratory [3 SH]

Experiments designed to illustrate the principles of physics covered in PHY202. Pre- or corequisite: PHY202. Lab fee required.

203 Calculus Physics I (LA-SCI) [3 SH]

A calculus-based course covering classical mechanics and dynamics. Topics include vector notation, kinematics, statics, dynamics, circular motion, work and energy, linear momentum, and rotational motion. Pre- or corequisite: MAT222.

203L Calculus Physics I Laboratory (LA-SCI)**[1 SH]**

Experiments designed to illustrate the principles of physics covered in PHY203. Pre- or corequisite: PHY203. Lab fee required.

204 Calculus Physics II**[3 SH]**

A calculus-based course covering fluids, vibrations, waves, sound, electricity, magnetism, light, and optics. Prerequisite: PHY203 or permission of instructor.

204L Calculus Physics II Laboratory**[1 SH]**

Experiments designed to illustrate the principles of physics covered in PHY204. Pre- or corequisite: PHY204. Lab fee required.



Political Science [POL]

Assistant Professor John Anthony Floyd, *Coordinator of the
Political Science major*

Majors in political science develop the skills required for success in a variety of fields. Some recent graduates have completed graduate degrees and are working in universities and in state and local governments. Many have completed law degrees and are attorneys in both government and private practice. Still others have gone into business either for themselves or for large corporations. Several are working for not-for-profit organizations. All acknowledge the contributions of their undergraduate major in their success.

MAJOR REQUIREMENTS

A minimum of 30 semester hours is required for a Bachelor of Arts degree in political science. Of these, no fewer than 15 semester hours must be in upper-level courses (300 and above). Political Science 480 is required of all political science majors. The following courses are strongly recommended: PSY203 (Statistics) or its equivalent; SOC408 (Social Research).

MINOR REQUIREMENTS

A minor in political science consists of 18 semester hours in political science. Nine semester hours must be at the 300 level or above. For courses above the 300 level, permission of the instructor is advisable.

Information regarding pre-law courses and the law school admissions examination may be obtained from members of the political science faculty.

COURSE DESCRIPTIONS

101 Introduction to Political Science (LA-BEH) [3 SH]

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.

201 American Government and Politics (LA-US) [3 SH]

A study of the American political institutions with special attention given to the reciprocal relationships between the individual, social and political spheres.

225 International Politics (LA-CDV) [3 SH]

An introduction to the study of relations among nations. Concentrates on formal and substantive aspects of this field of inquiry.

280 Constitutional Law [3 SH]

An analysis of the United States Constitution and the role of the United States Supreme Court decisions in determining its meaning.

300 Political Parties and Behavior [3 SH]

(Cross Reference: SOC300) 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.

304 Social Class and Inequality [3 SH]

(Cross Reference: SOC304) Study of issues related to 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.

307 Public Opinion [3 SH]

(Cross Reference: COM307, SOC307) 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.

312 Modernization and Social Change [3 SH]

(Cross Reference: SOC312) 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)

330 Classical and Modern Political Thought [3 SH]

(Cross Reference: PHI330) An intensive investigation of the political thought of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Burke.

332 19th and 20th Century Political and Social Thought [3 SH]

(Cross Reference: SOC332) 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.

340 Politics of the Environment [3 SH]

(Cross Reference: SOC340) 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. Prerequisite: POL101.

360 Latin America (LA-CDV) [3 SH]

(Cross Reference: HIS360, SOC360) The history of Latin America from earliest times to the present, with an emphasis on major political and social developments. Prerequisite: ENG101. (Offered in alternate years)

361 Modern Revolutions

[3 SH]

(Cross Reference: HIS361, SOC361) 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: SOC101 or 102 or POL101 or HIS211. (Offered in alternate years)

371 Political Assassinations in the United States

[3 SH]

(Cross Reference: CRIM371, SOC371) 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.

430 Politics and Literature

[3 SH]

(Cross Reference: PHI430) An investigation of literature as a medium for the communication of political ideas.

440 Seminar: Selected Topics in Contemporary Political Theory

[3 SH]

An advanced course designed to continue investigation of the topics considered in POL333. Special emphasis given to the study of competing paradigms in contemporary political and social theory. Seminar format. Prerequisite: POL333 or permission of the instructor.

480 Senior Thesis

[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 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.

199, 299, 399, 499 Special Topics

[1-12 SH]

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

[PLS]

Assistant Professor John Anthony Floyd, *Coordinator of the
Pre-Law specialization*

There is no “preferred major” to prepare you for law school. Most law schools, as well as the American Bar Association, recommend that you choose a major on the basis of interest. That makes sense because you will probably do better studying something you are interested in. Most law schools are even reluctant to prescribe a list of courses you should take.

Although we agree in general with these opinions, we feel that it is possible to provide some structure to the Pre-Law experience. We have two goals in this. The first is to help you to maximize your chances of being accepted into law school. The second is to help you to succeed once you get there.

With these goals in mind, we have developed the program described below. It consists of a composite of classroom and other experiences. Successful completion of this program will result in a Specialization in Pre-Law, a designation that will be included on your transcript. More importantly, it will help put you on the road to a successful law career.

SPECIALIZATION REQUIREMENTS

Students in the Pre-Law Specialization are required to complete a minimum of 18 semester hours of course work from following courses. A minimum of 9 of these hours must be at the 300-level or above. Courses must be distributed among at least two of the following three groups. POL280 Constitutional Law and PLS450 Topics in Legal Studies are required of all students.

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 Center for Engaged Learning (CEL).

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.

Group One Courses:	
BA212	Financial Accounting
BA213	Managerial Accounting
BA222	Macroeconomic Concepts
BA223	Microeconomic Concepts
BA303	Personal Finance
BA314	Federal Income Tax
BA320	Financial Management
BA341	Legal Environment in Business
BA447	Business Ethics

Group Two Courses:	
COM150	Introduction to Mass Communication
COM330	Communication Theory
Two English courses above the 100 level	
THE321	Voice and Diction

Group Three Courses:

CRIM200	Introduction to Criminology
CRIM350	Juvenile Delinquency
CRIM351	The Sociology of Law
CRIM354	Violent Crime
CRIM355	White Collar Crime
CRIM357	Women, Crime, and Criminal Justice
CRIM358	Race, Class, and Criminal Justice
HIS201	The United States to 1865
HIS202	The United States since 1865
HIS310	United States History 1800-1860
HIS336	American Women in History
HIS411	The Contemporary United States
HIS421	Making of the Contemporary World
PHI205	Survey of Western Philosophy
POL101	Introduction to Political Science
POL201	American Government and Politics
POL330	Classical and Modern Political Thought
POL332	19th and 20th Century Social & Political Thought
PSY101	General Psychology
SOC101	Introduction to Sociology
SOC102	American Social Problems
SOC205	Gender and Society
SOC302	Intergroup Relations
SOC304	Social Class and Inequality
SOC311	Complex Organizations

COURSE DESCRIPTION

450 Topics in Legal Studies

[3 SH]

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.

Psychology [PSY]

Professor Jill Banks, *Coordinator of the Psychology major*

Professor Tracey Welborn

Associate Professor Julia Fisher

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, research and development, and administration/management positions. Students who wish to consider careers as professional psychologists should consider graduate school for further training.

MAJOR REQUIREMENTS

A major in psychology consists of 30 semester hours of psychology courses that include the following:

Psychology Major Requirements		SH
GROUP A – TAKE ALL COURSES		
PSY 101	General Psychology	3
PSY 309	Introduction to Psychological Research	3
PSY 409	Advanced Psychological Research	3
GROUP B – TAKE ONE COURSE FROM:		
PSY 306 PSY 405	Abnormal Psychology Personality	3
GROUP C – TAKE ONE COURSE FROM:		
PSY 200 PSY 201 PSY 205	Human Development: Conception until Puberty Human Development: Puberty until Death Human Development	3
GROUP D – TAKE ONE COURSE FROM:		
PSY 301 PSY 302 PSY 321 PSY 401 PSY 402 PSY 403 PSY 410 PSY 411	Social Psychology Forensic Psychology Sensation and Perception Psychology of Learning and Memory Cognitive Psychology Psycholinguistics Physiological Psychology History and Systems in Psychology	3

Psychology Electives	12
TOTAL	30

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.

Psychology Major with a Counseling Concentration Requirements		SH
GROUP A – TAKE ALL COURSES		
PSY 101	General Psychology	3
PSY 309	Introduction to Psychological Research	3
PSY 409	Advanced Psychological Research	3
GROUP B – TAKE ONE COURSE FROM:		
PSY 200	Human Development: Conception until Puberty	3
PSY 201	Human Development: Puberty until Death	
PSY 205	Human Development	
GROUP C – TAKE ALL COURSES:		
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
GROUP D – TAKE ONE COURSE FROM:		
PSY 301	Social Psychology	3
PSY 302	Forensic Psychology	
PSY 321	Sensation and Perception	
PSY 401	Psychology of Learning and Memory	
PSY 402	Cognitive Psychology	
PSY 403	Psycholinguistics	
PSY 410	Physiological Psychology	
PSY 411	History and Systems in Psychology	
TOTAL		30

All students majoring in psychology should consider an internship as an integral part of their professional development.

MINOR REQUIREMENTS

A minor in psychology requires 18 semester hours of courses. PSY 101 and nine semester hours of courses at the 300 level or above are required.

Psychology Minor Requirements		SH
PSY 101	General Psychology	3
Upper Level Psychology Electives (300-level or above)		9

Psychology Electives (any level)	6
TOTAL	18

Any course of the following may serve as a prerequisite for psychology classes at the 300-400 level: PSY 101, PSY/EDU 200, PSY/EDU 201, or PSY 205.

COURSE DESCRIPTIONS

101 General Psychology (LA-BEH) [3 SH]

A survey of the foundations of psychology; history; genetic and physiological background; learning and general development.

103 Psychology of Adjustment [3 SH]

A study of varieties of adjustive processes within major social contexts and their implications for personal growth.

105 Psychology in Film (LA-BEH) [3 SH]

A study of some of the basic concepts in psychology as depicted in popular film. This course will address some of the key areas of psychology including the history of psychology, experimental psychology, developmental psychology, and abnormal psychology.

197 Seminar in Psychology [1 SH]

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 course work.

200 Human Development: Conception until Puberty (LA-BEH) [3 SH]

(Cross Reference: EDU 200) An overview of life-span development (physical, psychological and social) with an emphasis on conception until puberty. A field experience (10 hours minimum) in a public school or social service agency setting is required. Other settings will be considered on a case by case basis.

201 Human Development: Puberty until Death (LA-BEH) [3 SH]

(Cross Reference: EDU 201) An overview of life-span development (physical, psychological and social) with an emphasis on adolescence. A field experience (10 hours minimum) in a public school or social service agency setting is required. Other settings will be considered on a case by case basis.

203 Statistics for Behavioral Science [3 SH]

(Cross Reference: SOC 203) Introduction to the use of descriptive and inferential statistics in evaluation of behavioral science data. Prerequisite: MAT 101.

205 Human Development [3 SH]

The scientific study of the physical, psychological and social development throughout the human life span.

210 Psychology of Gender [3 SH]

Study of gender similarities and differences. The changing roles of women and men, and the impact of these changes upon present day life-styles are discussed.

230 Scope and Methods [3 SH]

(Cross Reference: COM 230, SOC 230) An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology, and sociology. Interested non-majors are also welcome.

290 Psychology of Wisdom [3 SH]

A study of the psychological and social psychological processes by which people develop wisdom through a review of some of the great wisdom literature of the world.

- 301 Social Psychology** [3 SH]
(Cross Reference: SOC 301) The study of social relationships and the cognitive and emotional processes accompanying such relationships. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 302 Forensic Psychology** [3 SH]
(Cross Reference: CRIM 302) An introduction to the basic concepts in the application of psychological principles and theories to the areas of criminal justice and forensic psychology. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 303 Appraisal of the Individual** [3 SH]
Theory, problems and techniques of psychological measurement. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205, and SOC 203.
- 306 Abnormal Psychology** [3 SH]
Study of behavior disorders — symptomatology, etiology and treatment. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 309 Introduction to Psychological Research and Behavioral Statistics** [3 SH]
The application of descriptive, relational and inferential statistics to methods of inquiry in the behavioral sciences with a focus on psychological research. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205, and MAT 203.
- 311 Group Dynamics** [3 SH]
Study of the theory underlying the small group as means of systematic human relations training; and experience in small group dynamics and processes to provide the student a deeper awareness of interpersonal style, realities and possibilities. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 321 Sensation and Perception** [3 SH]
A review of the characteristics and mechanisms of sensation and a study of the development and nature of human perception and its relation to adaptive behavior. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 339 Substance Abuse** [3 SH]
(Cross Reference: CRIM 339, SOC 339) This course is designed to inform students about the abuse of alcohol and other drug substances. Preparing students for professional careers, emphasis will be given to the classification of drugs; models of addiction; the effects of alcohol on individuals, children, and families as well as culturally and ethnically diverse groups; and an in-depth study of addiction support groups. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 340 Introduction to Theories of Counseling** [3 SH]
A survey of the major theories of counseling and the techniques and methods derived from these theories that are used with individuals and groups. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 341 Introduction to Techniques of Counseling** [3 SH]
This course is designed to provide students concentrating in the counseling track of the psychology major close supervision in the development of interviewing skills and the development and use of basic counseling skills derived from the major theories of counseling. Prerequisite: PSY 340.
- 342 Counseling with Children** [3 SH]
A study of childhood emotional, social and cultural issues which may require specialized knowledge of counseling theories and techniques to address them. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 343 Counseling and the Creative Arts** [3 SH]
A survey of counseling techniques which include art, music, drama and movement as therapeutic activities with clients in counseling. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.
- 345 Crisis Intervention** [3 SH]
(Cross Reference: CRIM 345) The study of theory and models of crisis intervention and intervention techniques as they apply to a variety of traumatic events. Emphasis is placed on assessment and application of appropriate response intervention through role-play. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205, and permission of the instructor.

401 Psychology of Learning and Memory [3 SH]

A study of the basic problems, theories, concepts and research in learning including classical and operant conditioning, and information-processing models, with an emphasis on the application of this information to areas of interest to the individual student. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

402 Cognitive Psychology [3 SH]

Research and theories on different aspects of memory, such as short-term memory, working memory and long-term memory, learning and forgetting, imagery, language and reading, reasoning and problem solving, and judgment and decision making. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

403 Psycholinguistics [3 SH]

A review of issues at the interface of language and mind. This course provides an understanding of how language is learned and what cognitive and cultural processes guide development and organization of those knowledge representations which are reflected in language. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

405 Personality [3 SH]

Examination of the major theories of phenomena of personality and research on the development and measurement of personality. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

407 Peer Counseling [3 SH]

The application of counseling skills by fellow members of a given population. Particular emphasis will be placed on the psychological and social problems of college students. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

408 Values and Ethics in the Helping Professions [3 SH]

An investigation of the professional and ethical issues and values related to the helping professions, such as psychology and social work. Clarification of personal and professional values that are conducive to effective helping will be explored. Ethical standards of various professional organizations and state laws will be discussed. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

409 Advanced Psychological Research [3 SH]

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/SOC 203, and PSY 309.

410 Physiological Psychology [3 SH]

A study of the structure, function and products of the endocrine glands and the central nervous system in order to better understand human sensation, motivation, emotion, learning and memory. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

411 History and Systems in Psychology [3 SH]

Systematic approaches and theories in the history of psychology beginning with philosophical foundations up to modern day theories. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

490 Internship in Psychology and Counseling [3, 6, 9 SH]

The internship experience is open to qualified psychology majors who are planning to pursue graduate study in clinical psychology, counseling psychology, counselor education, social work or other relevant professional fields. It is probably most realistic for students majoring in psychology who have maintained at least a B average in psychology and a B average in their overall college work. Hours for this internship will be in addition to the 30 hours required for the psychology major. Each semester hour of credit is equivalent to 45 hours supervised in the agency or in related activities. It is mandatory that students confer with the professor and the Director of the Center for International and Experiential Education about the internship at least by the beginning of the preceding term. Prerequisite: PSY 101, PSY 200, PSY 201 or PSY 205.

199, 299, 399, 499 Special Topics [1-12 SH]

Courses planned by students and faculty in areas related to the study of behavior.

Religion [REL]

101 The Religion of Israel [3 SH]

A study of the religion of Israel as reflected in the Old Testament, set in its historical context.

102 The Beginnings of Christianity [3 SH]

A study of the first century of the common era, with special attention to the rise of the Christian movement and its literature, the New Testament.

204 Religions of the World: Western Monotheisms (LA-HUM) [3 SH]

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.

205 Religions of the World: Southern and Eastern Asia (LA-CDV) [3 SH]

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.

210 Native American Religions [3 SH]

A study of the religious beliefs and practices, set in cultural and historical context, of selected American Indian tribes. On the foundation of general characteristics and motifs of primal religions, the course focuses on tribes from several geographic areas and with differing traditional methods of subsistence.

220 Introduction to Christian Ethics [3 SH]

A study of problems and principles of Christian action on the basis of a biblical understanding of ethics and human nature.

302 Biblical Studies [3 SH]

An intensive investigation of an area of scriptural study which is of crucial importance in the Judeo-Christian tradition. Areas which may be selected for consideration include the ethical prophets of the Old Testament, the life and teachings of Jesus, the letters and contribution of Paul, the Johannine literature.

303 History of Christian Thought [3 SH]

A study of the formation of Christian teachings on God, Christ, Humanity, Church, and Eschatology through the contribution of key thinkers from the Apostolic fathers to the Protestant Reformers. Prerequisite: PHI 205 or permission of the instructor. (Offered in alternate years)

305 Religious Motifs in Literature [3 SH]

A consideration of religious motifs and issues of ultimate concern manifested in literature. Period and types of literature flexible.

306 Hinduism**[3 SH]**

An analysis of the religion's expressions as seen through its diversity of beliefs and practices in historical context.
Prerequisite: REL 205 or permission of the instructor.

307 Buddhism**[3 SH]**

An analysis of faith and practice in the family of religions which recognizes Siddhartha Gautama as founder.
Prerequisite: REL 205 or permission of the instructor. (Offered on demand)

308 Islam**[3 SH]**

A study of the religion's beliefs and practices which center in Muhammed and the Koran. Prerequisite: REL 204 or permission of the instructor. (Offered in alternate years)

410 Senior Thesis**[3 SH]**

An independent study project for senior majors. The student will investigate a topic on some issue in philosophical or religious studies, approved by the program faculty previous to course enrollment. Research will result in a paper; discussion on the research will occur, and sectional drafts will be submitted, during weekly sessions with the instructor. Prerequisites: PHI 205 and REL 204 or 205.

199, 299, 399, 499 Special Topics**[1-12 SH]**

Social Work [SWK]

Associate Professor Shirley McClerklin-Motley, *Coordinator of the Social Work major*

Assistant Professor Elizabeth Scott Hill

The overall mission of Coker College's Bachelor of Social Work program is to increase the pool of competent professional social workers in Darlington County and the Pee Dee area of the state of South Carolina. In keeping with this mission, and building on a liberal arts foundation, the social work program's curriculum is designed to provide graduates with the training necessary to integrate and apply the knowledge, values, and skills of the social work profession in order to become competent baccalaureate generalist practitioners. Social work majors are prepared for generalist practice in a variety of settings in the region as well as with diverse client systems of various sizes, and for admission into graduate social work education. Students who complete the social work major graduate with a Council on Social Work Education accredited Bachelor of Social Work (BSW) degree. They are eligible to seek state licensure in social work at the baccalaureate level (LBSW). Social work BSW graduates can also apply for advanced standing in Master's of Social Work (MSW) programs, which will reduce the length of time required to complete a graduate social work degree by one year.

A BSW consists of completion of Coker's Liberal Arts Studies Program requirements, 48 semester hours in the social work major, and electives to fulfill the 120 semester hours required for a degree from Coker College.

MAJOR REQUIREMENTS

The social work major includes core courses, electives, and field placement experience in at least one social services agency. A minimum of 18 semester hours in upper-level courses is required for the major. Social work majors must complete a minimum of three internships (each three semester hours) for a total of nine semester hours. Each internship requires 135 clock hours with at least one social service agency or organization. The goal of the internship experience is to facilitate professional development as well as to integrate theory, practice, and critical examination of oneself as a professional social worker.

Social Work Major Requirements		SH
SWK 121	Introduction to Social Services	3
SWK 200	Human Behavior & the Social Environment: Prenatal Development to Early Adulthood	3
SWK 202	Family and Adult Development in Society	3
SWK 204	Human Behavior & the Macro Social Environment: Communities, Organization and Groups	3
SWK 222	Social Welfare Policy	3
SWK 224	Introduction to Ethical Decisions for Social Work Practice	3
SWK 309	Introduction to Social Work Research	3
SWK 325	Introduction to the Diagnostic Manual of Mental Disorders for Social Workers	3
SWK 342	Social Work Interventions with Individuals	3
SWK 343	Social Work Interventions with Families & Groups	3
SWK 344	Social Work Interventions with Communities & Organizations	3
SWK 409	Advanced Social Work Research	3
SWK 442	Practicum I	3
SWK 443	Practicum II	3
SWK 444	Practicum III	3
Social Work Elective		3
TOTAL		48

A concentration in Social Gerontology requires 15 semester hours. This concentration is open to students pursuing a major in social work. SWK 305–Social Gerontology and SWK 307–Life and Loss are required, along with three social work internships in an agency serving persons aged 65 and older. Students may use designated Gerontology courses to simultaneously satisfy requirements in their major and the concentration.

MINOR REQUIREMENTS

Students may receive a minor in social work by successfully completing the following courses for 21 semester hours. A total of six semester hours in upper-level courses are required for the minor.

Social Work Minor Requirements		SH
SWK 121	Introduction to Social Services	3
SWK 200	Human Behavior & the Social Environment: Prenatal Development to Early Adulthood	3
SWK 202	Family and Adult Development in Society	3

SWK 204	Human Behavior & the Macro Social Environment: Communities, Organization and Groups	3
SWK 222	Social Welfare Policy	3
Upper Level Social Work Electives (300-level or above)		6
TOTAL		21

Students admitted to Coker and interested in social work must apply for acceptance into the major. Admission decisions for the BSW program will be made on the basis of:

- The student’s submission of a written statement addressing their understanding of professional social work, including their reasons for seeking admission to this discipline;
- The student is in academic good standing at Coker (C+ high school average for entering freshman and 2.00 for transferring and current Coker students); and
- A personal interview with at least one member of the social work faculty.

Additional information about the social work major, including program goals and objectives, the sequence of courses in the major, academic standards, and termination policy are found in the Social Work Student Handbook which is provided to all social work majors.

COURSE DESCRIPTIONS

121 Introduction to Social Services

[3 SH]

This survey course provides an introduction to social services and the history of the social work profession. Particular emphasis is on professional practice settings in the U.S. and other countries, and on the knowledge, values and skills for generalist social work with diverse client systems of all sizes.

200 Human Behavior and the Social Environment:

Prenatal Development to Early Adulthood

[3 SH]

The foundation of this course is on understanding human behavior and the social environment, as illuminated by the NASW Code of Ethics. This is the first course in the human behavior and the social environment trilogy, and it focuses on the study of the biological, cultural, psychological, sociological, and spiritual aspects of child growth and development from conception through late adolescence. This course includes psychoanalytic, behaviorist, cognitive, socio-cultural, and epigenetic theoretical constructs. Emphasis is on the interaction between and among individuals, families, groups, and communities. The course is designed to assist students in understanding that human behavior is not monolithic or static, but is ever changing. Prerequisite: SWK 121 or permission of the instructor.

202 Family and Adult Development in Society

[3 SH]

This course provides an examination of human behavior within the context of an ecosystems/developmental framework. This is the second course in the human behavior and the social environment trilogy, and it focuses on the ways in which social systems and structure affect the adult life span, including intimate relationships and the aging process. Prerequisite: SWK 200

204 Human Behavior and the Macro Social Environment:

Communities, Organizations and Groups

[3 SH]

This course will help students develop basic knowledge about the macro social environment and will provide a solid foundation for the assessment of human behavior in macro settings. Students will have opportunities to examine theories and concepts related to communities, groups, and organizations. In addition, consideration will be given to concrete ways of thinking about how macro systems operate and their impact on human behavior, including how macro systems can enhance or impede the lives and behavior of diverse populations nationally and globally. Prerequisite: SWK 202 or permission of the instructor.

222 Social Welfare Policy

[3 SH]

This course provides an understanding of the historical antecedents which have contributed to modern relationships between social problems, social welfare policy, and social welfare programs. The focus of this course is on the content and analysis of social welfare policy in the U.S. and internationally in service delivery, including the intersection of local, state, and federal governments in policy development, implementation & administration.

224 Introduction to Ethical Decisions for Social Work Practice

[3 SH]

The social work profession is guided by the National Association of Social Worker's Code of Ethics and as such, professional ethics is an extremely important topic for social work students who will soon become licensed professionals. Students must be introduced to and understand social work ethics and ethical situations prior to taking SWK 442, 443, and 444 which are their field practica. This course is intended to provide students with an opportunity to study ethical issues in greater depth than may be provided in other courses. This course will provide students with a basic understanding of their ethical obligations as social workers, as well as a framework for analyzing and managing more complex ethical dilemmas that may arise in practice with individuals, families, groups, organizations, and communities.

302 Intergroup Relations

[3 SH]

(Cross Reference: AAS 302, 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.

305 Social Gerontology

[3 SH]

(Cross Reference: SOC 305) This course examines aging in relation to the domains of everyday life. Special emphasis is placed on family, friends, social support, employment and retirement, religion and spirituality, death and dying, bereavement and widowhood, health care, and long-term care.

306 Poverty in America

[3 SH]

(Cross Reference: SOC 306) Major ecological and systems models regarding the etiology of poverty in the United States and other industrialized countries are examined. Emphasis is placed on the construct of poverty as it relates to social stratification, race and ethnicity, gender, social class, status, political participation, the working poor, and the social structure of poverty.

307 Life and Loss

[3 SH]

This course examines issues related to death, dying and bereavement from developmental and cultural perspectives. Included are explorations of death-related experiences, including changing attitudes and practices associated with death; efforts made to cope with and manage death-related experiences; and the helping roles of families, social groups, institutions, and communities in coping with death.

309 Introduction to Social Work Research

[3 SH]

This course introduces students to the use of the scientific method in social research, research ethics and the social work values base, the research process, problem formulation and conceptualization, measurement, research designs and inference, single subject designs and practice evaluation, sampling, alternative data gathering techniques and analyses, and uses of research in social work. Prerequisite: MAT 203.

321 International Social Services

[3 SH]

The purpose of this course is to provide students with an introduction to social services and the social work profession from an international perspective, including social work fields of practice, social service agencies, and levels of social work practice. This course will involve visits to London and surrounding areas in Great Britain, which may include Ireland and Scotland. The international travel, meetings with social workers, and visits to social services agencies will be the center of the experience. Since social work's beginnings as a profession can be traced to England, this course provides opportunities to visit historical sites and programs.

325 Introduction to the Diagnostic Manual of Mental Disorders for Social Workers

[3 SH]

This three-semester hour course will offer a thorough introduction and overview of the process of making and understanding a differential diagnosis using the Diagnostic and Statistical Manual of Mental Disorders (DSM). Students are instructed on how to utilize and understand the DSM as a resource for the assessment and treatment of clients. Discussion will include the use of the texts as a reference for social work intervention when working as part of interdisciplinary teams utilizing case scenarios and the multiaxial assessment of disorders. Specific attention will be paid to the challenges the DSM presents when paired with the values and ethics of the social work profession. The course focuses on improving students' level of competency when utilizing the DSM in various practice settings; increasing students' knowledge base with regard to the specifics of the range and classification of disorders listed in the DSM; familiarizing students with the limits of the Manual; and acquiring the skill of ruling out possible diagnoses until the best-fit for presenting symptoms can be employed.

335 Child Maltreatment and Family Preservation

[3 SH]

This course emphasizes the causes and effects of child maltreatment, assessment of children and families, and the intervention methods used to protect children and provide effective services to children and families. Students learn the roles and responsibilities of child welfare workers, particularly those related to reunification, the principles of permanency planning, and the legal systems and procedures related to child protection and out-of-home placement. Prerequisite: SWK 121

336 Out-of-Home Care and Permanency Planning

[3 SH]

This course focuses on out-of-home care and achievement of permanency for children in care. Students will learn the value of and responsibilities for interagency collaboration for child welfare workers with the legal system in order to assure the safety, permanency and well-being of children. Recruitment, selection and preparation of foster and adoptive families are also addressed. Prerequisite: SWK 121

337 Social Services in Rural Communities

[3 SH]

This course is designed to examine social services and related policies designed to assist individuals, families, and communities in meeting their individual and collective needs. Emphasis will be on the unique needs and challenges along with strengths and resources of rural communities. In addition, students will consider strategies to help rural communities and small towns identify resources and build additional assets to help meet local needs. Prerequisite: Declared social work major or minor, or permission of the instructor.

338 Introduction to Domestic Violence for Social Workers

[3 SH]

This three-credit hour course is designed to provide students with a five-part learning experience as follows: Part one focuses on crisis intervention and short-term treatment from a multi-cultural perspective; part two focuses on children and adolescents from violent homes; part three focuses on ethical considerations, health care, social welfare policies and practices with domestic violence in families embodying a culturally competent focus; part four focuses on high risk groups and vulnerable populations utilizing a multilevel approach to assessment and intervention; and part five focuses on the writing of a safety plan utilizing a case scenario. Assignments are designed to enhance students' critical thinking and critical analysis skills.

339 Introduction to Substance Abuse for Social Workers

[3 SH]

This three-semester hour course is designed to introduce students to the diagnostic classification and definitions for substance-related disorders as outlined in the Diagnostic and Statistical Manual (DSM). The course addresses the assessment and treatment of clients affected by the use, misuse, and abuse of alcohol and other drugs. Addictions are examined from an ecological systems perspective. Among topics the course covers are: theories and etiology of alcohol use disorders, completion of a diagnostic assessment, constructing a treatment plan for illegal or legal substance dependent clients, intervention strategies models including family systems, pharmacotherapy, cognitive-behavioral therapy, motivational enhancement therapies as well as other models of addictive behavior for assessment and treatment from a culturally diverse perspective including gender, age, class, race, and cultural factors.

341 Child Abuse and Neglect [3 SH]

(Cross Reference: CRIM 341) This course examines child maltreatment, including the history of child welfare, definitions and types of maltreatment, family dysfunction, public policy, interventions, treatment resources, and prevention. Various aspects of child abuse and neglect are explored, as applied to individuals, families, groups, organizations, and communities.

342 Social Work Interventions with Individuals [3 SH]

This course focuses on knowledge and basic skills needed for generalist social work practice, including the relationship between client systems and their broader environments. Basic skills are applied to social work practice with individuals. Kirst-Ashman and Hull's Generalist Intervention Model is introduced. Only social work majors can register for SWK 342. Prerequisites: SWK 121, 200, 202, 204, and 222.

343 Social Work Interventions with Families and Groups [3 SH]

This course focuses on preparation for generalist practice with an emphasis on intervention with families and groups. Developing knowledge and skills in the application of Kirst-Ashman and Hull's Generalist Intervention Model is continued. Only social work majors can register for SWK 343. Prerequisite: SWK 342

344 Social Work Interventions with Communities and Organizations [3 SH]

This course focuses on generalist practice knowledge and skills applicable to organization and community intervention. Content on organizations includes management theories related to environments in which the generalist practitioner may become employed. Content on communities includes community assessment and approaches to intervention using community planning, development, and social action. Only social work majors can register for SWK 344. Prerequisite: SWK 343

409 Advanced Social Work Research [3 SH]

This course is the second of two courses in research for undergraduate social work majors. Students are required to complete SWK 309 with at least a C grade prior to entering this course. This course will build on the basic introduction to the conceptual and qualitative tools used to describe and interpret data in the conduct of social work practice and research. Students will learn how to select, calculate and interpret appropriate statistics applicable to common data analysis situations related to social work practice with client systems of any size. The course provides students with the opportunity to conduct original research and to acquire personal computer skills in Statistical Package for Social Scientists (SPSS) and in presenting research findings. Prerequisite: completion of SWK 309 with a grade of C or better.

442 Practicum I [3 SH]

Students complete this internship under the guidance of an approved social work supervisor in a social service agency setting. A required, concurrent one-hour weekly seminar with the social work field director will help students develop integration of theoretical and professional knowledge and skills with practical experience. Only social work majors may enroll in SWK 442. Pre- or corequisite: SWK 342.

443 Practicum II [3 SH]

Students complete this internship under the guidance of an approved social work supervisor in a social service agency setting. A required, concurrent one-hour weekly seminar with the social work field director will help students develop integration of theoretical and professional knowledge and skills with practical experience. Only social work majors may enroll in SWK 443. Pre- or corequisite: SWK 343; Prerequisite: SWK 442.

444 Practicum III [3 SH]

Students complete this internship under the guidance of an approved social work supervisor in a social service agency setting. A required, concurrent one-hour weekly seminar with the social work field director will help students develop integration of theoretical and professional knowledge and skills with practical experience. Only social work majors may enroll in SWK 444. Pre- or corequisite: SWK 344; Prerequisite: SWK 443.

199, 299, 399, 499 Special Topics [1-12 SH]

Sociology [SOC]

Professor Michael Siegfried, *Coordinator of the Sociology major*

Assistant Professor Mal Hyman

Assistant Professor Trina Rose

MAJOR REQUIREMENTS

A major in sociology consists of 30 semester hours of sociology courses, including a 12-hour core curriculum. MAT 203 (or equivalent) is a prerequisite to SOC 308 which in turn is a prerequisite to SOC 408. A major in sociology must complete five sociology courses at the 300 or 400 level.

Sociology Major Requirements		SH
SOCIOLOGY CORE		
SOC 101	Introduction to Sociology	3
SOC 308	Introduction to Social Research	3
SOC 332	19th & 20th Century Political and Social Thought	3
SOC 408	Advanced Social Research	3
Upper Level Sociology Electives		6
Sociology Electives (any level)		12
TOTAL		30

Students who wish to pursue graduate studies are encouraged to develop research, computer, and statistical skills. Students will have opportunities to participate in faculty research.

MINOR REQUIREMENTS

A minor in sociology is comprised of 18 semester hours of courses including SOC 101 and nine semester hours of sociology courses at the 300- or 400-level.

Sociology Minor Requirements		SH
SOC 101	Introduction to Sociology	3
Upper Level Sociology Electives (300-level or above)		9
Sociology Electives (any level)		6
TOTAL		18

COURSE DESCRIPTIONS

101 Introduction to Sociology (LA-BEH) [3 SH]

An introduction to the substantive areas of 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 become aware of how social forces influence and shape the lives of individuals and how sociology advances our understanding of society.

102 American Social Problems (LA-US) [3 SH]

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.

103 Anthropology (LA-BEH) [3 SH]

An introduction to the study of humankind in evolutionary and cross-cultural perspectives, including physical and cultural variations, institutions and values, resources and their distributions, and anthropological research methods.

200 Introduction to Criminology (LA-BEH) [3 SH]

(Cross Reference: CRIM 200) This course is a broad introduction to the study of crime. Attention is given to criminological theory; sources of criminological data; legal processes that define crime; types of crime, including homicide, sexual assault, theft, white collar and organized crime and how they relate to social problems. Law enforcement, courts and corrections will be discussed. This course satisfies a Liberal Arts Studies Program requirement for non-criminology majors.

203 Statistics for the Behavioral Sciences [3 SH]

(Cross Reference: PSY 203) Introduction to the use of descriptive and inferential statistics in evaluation of behavioral science data. Prerequisite: MAT 101.

205 Gender and Society [3 SH]

The study of the social, psychological, biological and historical bases of sex roles as well as contemporary problems with and changes in role definitions of males and females.

207 Sociology of Literacy [3 SH]

A survey of the literature for school dropouts, at-risk youth, and literacy in the U.S. as well as literacy programs in selected countries. A significant component of this class will be tutoring in the community.

230 Scope and Methods [3 SH]

(Cross Reference: COM 230, PSY 230) An examination of the application of scientific methodology to the study of human behavior. This is an interdisciplinary course intended for beginning majors in communication, political science, psychology, and sociology. Interested non-majors are also welcome.

300 Political Parties and Behaviors [3 SH]

(Cross Reference: POL 300) An investigation of parties, their emergence and decline with particular attention given to their role in the political system. Focuses on voting behavior – who votes for whom and why – and seeks to relate voting behavior to other forms of social action.

301 Social Psychology [3 SH]

(Cross Reference: PSY 301) Study of the individual's influence on the beliefs, feelings and behavior of others.

302 Intergroup Relations [3 SH]

(Cross Reference: AAS 302, SWK 302) The study of racial, ethnic, religious, economic and other bases of group formation in global and historic perspectives. The culture and behavior of minority groups and their relationships with dominant groups and agencies of social control are investigated. Contemporary intergroup relations in the United States will also be examined. Prerequisite: SOC 101 or 102 or 103.

303 The Sociology of W.E.B. Du Bois [3 SH]

(Cross Reference: AAS 303) A sociological discussion of race and an introduction to studies of African Americans and race relations in the United States by W.E.B. Du Bois. Works read and discussed are: *The Philadelphia Negro* (1899), *The Souls of Black Folks* (1903), *Dusk of Dawn: An Essay Toward and Autobiography of a Race Concept* (1940), and other selected articles by Du Bois.

304 Social Class and Inequality [3 SH]

(Cross Reference: POL 304) Study of issues related to 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.

305 Social Gerontology [3 SH]

(Cross Reference: SWK 305) This course examines aging in relation to the domains of everyday life. Special emphasis is placed on family, friends, social support, employment and retirement, religion and spirituality, death and dying, bereavement and widowhood, health care, and long-term care.

306 Poverty in America [3 SH]

(Cross Reference: SWK 306) Major ecological and systems models regarding the etiology of poverty in the United States and other industrialized countries are examined. Emphasis is placed on the construct of poverty as it relates to social stratification, race and ethnicity, gender, social class, status, political participation, the working poor, and the social structure of poverty.

307 Public Opinion [3 SH]

(Cross Reference: COM 307, POL 307) An introduction to the major theories regarding the dynamics of public opinion, and the major methods of opinion assessment. Focuses on mass media, propaganda and contemporary social and political issues. Students will conduct a public opinion survey.

308 Introduction to Social Research [3 SH]

Introduction to techniques of social investigation, steps in designing a research project, issues and problems of social science, and the relationship between theory and research. Prerequisite: MAT 203, SOC 203 or equivalent.

309 Human Population [3 SH]

An introduction to demographics, migration and mortality of human populations. Basic concepts of fertility, migration, and mortality are used to study historical and contemporary population issues. Issues discussed include world population pressures on resource depletion and factors associated with industrialization. Selected countries and the particular population problems they face are discussed, along with both cultural and environmental problems caused by changes in population. Prerequisite: SOC 101.

310 Utopian Social Thought and Communitarian Societies [3 SH]

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. (Offered in alternate years)

311 Complex Organizations [3 SH]

Classic and current theoretical perspectives in the sociology of organizations; organizations in other cultures; organizational goals and control; formal and informal structure; succession, mobility and professionalization.

312 Modernization and Social Change (LA-CDV) [3 SH]

(Cross Reference: POL 312) Discussion of the process of economic development and cultural and political change in America and globally, focusing on problems of change and consequences for traditional institutions and groups. (Offered in alternate years)

332 19th and 20th Century Political and Social Thought [3 SH]

(Cross Reference: POL 332) An intensive investigation of the political thought of Mill, Hegel, Marx, Weber, and Durkheim as well as more recent paradigms of social and political inquiry.

339 Substance Abuse [3 SH]

(Cross Reference: CRIM 339, PSY 339) This course is designed to inform 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.

340 Politics of the Environment [3 SH]

(Cross Reference: POL 340) An investigation of environmental issues as they affect public attitudes and government policies. Community, state, national, and international policies and problems will be explored with a focus on pollution, global warming, energy policies, sustainable development, demography, and resource depletion. Prerequisite: POL 101.

350 Juvenile Delinquency [3 SH]

(Cross Reference: CRIM 350) An introduction to the sociological study of youthful offenders, including theories of delinquency, macro and micro conditions associated with delinquency, and the juvenile justice system. (Offered in alternate years)

351 The Sociology of Law [3 SH]

(Cross Reference: CRIM 351) An introduction to the sociology of law beginning with 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.

352 Social Control and Corrections [3 SH]

(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.

353 The Sociology of Law Enforcement [3 SH]

(Cross Reference: CRIM 353) The sociological study of police in modern society as agents of social control. A detailed look at the history, functions and duties of law enforcement officers.

354 Violent Crime [3 SH]

(Cross Reference: CRIM 354) An analysis of the varieties of homicide and sexual assault emphasizing theoretical explanations and empirical findings (Offered in alternate years).

355 White Collar Crime [3 SH]

(Cross Reference: CRIM 355) An introduction to corporate and governmental crime. Topics include corporate violations, abuse of power and office, business frauds, accounting frauds, and crime in health care, banking and insurance industries. Emphasis is placed on the mechanisms and schemes used to steal millions of dollars.

356 Organized Crime [3 SH]

(Cross Reference: CRIM 356) An introduction to criminal organizations including the Mafia, Yakusa, Triads and drug cartels, and their historical evolution. Emphasis is on the nature and types of illegal activities, including illegal drugs, extortion, gambling, loansharking, human trafficking, prostitution, international trafficking in stolen cars, money laundering, and others. Applicable federal organized crime statutes are also covered.

357 Women, Crime and Criminal Justice [3 SH]

(Cross Reference: CRIM 357) This course explores three aspects of women and crime: Women as offenders, victims, and control agents. It examines women's treatment and experience in the criminal justice system as perpetrators, victims and participants.

358 Race, Class and Criminal Justice

[3 SH]

(Cross Reference: CRIM 358) This course examines 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.

360 Latin America (LA-CDV)

[3 SH]

(Cross Reference: HIS 360, POL 360) The history of Latin America from earliest times to the present, with an emphasis on major political and social developments. Prerequisite: ENG 101. (Offered in alternate years)

361 Modern Revolutions

[3 SH]

(Cross Reference: HIS 361, POL 361) Comparative history and political sociology of 18th through 20th century revolutions including revolutions in France, the U.S., Mexico, Russia, China, Cuba, Iran and Nicaragua. Prerequisite: SOC 101 or 102 or POL 101 or HIS 211. (Offered in alternate years)

365 History and People of Mesoamerica (LA-CDV)

[3 SH]

(Cross Reference: HIS 365) A travel course consisting of didactic lectures, assigned readings and videos, and other discussions and activities, prior to travel; and also including at least eight days travel in Yucatan visiting relevant archeological and modern Maya sites. The course includes the following eras: Olmec, Maya PreClassic, Maya Classic, Maya PostClassic, the Conquest, the Colonial, War of Independence, Neocolonialism and the Mexican-American War, the War of the Castes, Henequin and Debt Bondage, the Mexican Revolution, and Modern Yucatan. The course includes two days with a family in a Yucatek Mayan village. It also includes visits to three Mayan archeological sites, including Chichen Itza and Tulum, and other educational activities and experiences in Yucatan.

370 Urban Sociology

[3 SH]

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.

371 Political Assassinations in the United States

[3 SH]

(Cross Reference: CRIM 371, POL 371) An examination of political assassinations in the United States, with a focus on the assassinations of John and Robert Kennedy, and Martin Luther King, Jr. Causal factors, the role of government, forensic procedures, national security declassification, as well as implications for society, will be explored.

408 Advanced Social Research

[3 SH]

The development and implementation of a selected research problem and research design; data collection, data analysis, and the writing of a research report. Prerequisites: MAT 203 or SOC 203 or equivalent and SOC 308. (Offered in alternate years)

411 Advanced Seminar

[3 SH]

An examination of selected classical and current problems of concern to social science. These problems may concern theoretical, methodological or topical issues. (Offered in alternate years)

431 Practicum in Criminology

[3-6 SH]

(Cross Reference: CRIM 431) Involves full-time internship with an agency in the criminal justice system during the senior year in chosen area of specialization. The student is supervised by agency personnel and meets regularly with his or her faculty instructor.

447 Business Ethics

[3 SH]

(Cross Reference: BA 447, CRIM 447) This course provides an increased understanding of some concepts of moral philosophy and their relevance to decision making and an improved ability to apply this understanding in a wide variety of practical management settings. Includes an examination of corporate espionage, bribery, antitrust, merger, and environmental issues. Prerequisites: junior standing and permission of the Department of Business Administration.

450 Advanced Seminar in Criminological Theory

[3 SH]

(Cross Reference: CRIM 450) Advanced reading and discussion of major works in criminological theory covering all perspectives. Prerequisite: One lower-level criminology course.

451 Seminar in Empirical Criminology

[3 SH]

(Cross Reference: CRIM 451) Advanced reading and discussion of predominately contemporary criminological research. Prerequisites: One criminology course, SOC 203, and SOC 308.

199, 299, 399, 499 Special Topics

[1-12 SH]

Examples of possible special topics: Death and Dying, USA/USSR Comparative Social Systems, Sociology of Religion, Sociology of Science.



Theater [THE]

Associate Professor Phyllis Fields, *Coordinator of the Theater major*

Assistant Professor Kindra Steenerson

Assistant Professor Joshua Webb

Through the integration of courses, productions, workshops, and other activities, the Theater Program provides students with an understanding of the theoretical, historical and cultural aspects of theater. Our program fosters critical, creative and analytical thinking, and 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 theater, 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, general theater studies or technical theater.

MAJOR REQUIREMENTS

A minimum of 36 semester hours is required for the major in theater. Twelve of the 36 hours must be taken at the 300-level or above. All courses counting toward a major in theater must be completed with a final grade of C or better. Theater majors are required to successfully complete the following: THE 100, 150 and 400; two courses from among THE 201, 210, 318, 343, or 440; and a total of six hours in THE 371, 372, and 373.

GENERALIST CONCENTRATION

The generalist concentration is individually designed. Students choosing this concentration will complete the theater core courses above as well as additional courses, chosen in consultation with the faculty advisor, to develop individual areas of interest or encompass a broad base of theater and related areas.

Theater Major Requirements		SH
THE 100	History of the Theater I	3
THE 150	Introduction to Theater Production	3
TWO COURSES FROM:		
THE 201 THE 210 THE 318 THE 343 THE 410 THE 440	World Dramatic Literature African American Theater Shakespeare Modern Drama Literary Trends in Modern Theater Ancient Theater	6
SIX HOURS FROM:		
THE 371 THE 372 THE 373	Practicum in Stage Management (2sh each) Practicum in Acting (1sh each) Practicum in Technical Theater (1sh each)	6
THE 400	Senior Seminar	3
Upper Level Theater Electives (300-level or above)		0-3
Theater Electives (any level)		12-15
TOTAL		36

CONCENTRATION IN PERFORMANCE

A concentration in performance requires the following additional courses: THE 156, 256, 356, and 456. From the six required hours of practica courses, the student with a performance concentration must take a minimum of four semester hours of THE 372 and two semester hours of THE 373. THE 371 may be substituted for one of the two required hours in THE 373. Students majoring in theater with a performance concentration are required to audition for all theater program productions. Students are not, however, required to accept roles in all productions.

Theater Major with a Performance Concentration Requirements		SH
THE 100	History of the Theater I	3
THE 150	Introduction to Theater Production	3
TWO COURSES FROM:		
THE 201 THE 210 THE 318 THE 343 THE 410 THE 440	World Dramatic Literature African American Theater Shakespeare Modern Drama Literary Trends in Modern Theater Ancient Theater	6
THE 156	Acting I	3

THE 256	Improvisation for the Theater	3
THE 356	Acting II	3
THE 456	Classical Performing	3
THE 372	Practicum in Acting (1sh each)	4
THE 373	Practicum in Technical Theater (1sh each)	1
THE 371 or THE 373	Practicum in Stage Management (2sh each) or Practicum in Technical Theater (1sh each)	1
THE 400	Senior Seminar	3
Theater Electives (any level)		3
TOTAL		36

CONCENTRATION IN TECHNICAL THEATER

A concentration in technical theater requires the following additional courses: THE 257, 357, and 457. From the six required hours of practica courses, the student with a technical theater concentration must take a minimum of four semester hours in THE 373.

Theater Major with a Technical Theater Concentration Requirements		SH
THE 100	History of the Theater I	3
THE 150	Introduction to Theater Production	3
TWO COURSES FROM:		
THE 201	World Dramatic Literature	6
THE 210	African American Theater	
THE 318	Shakespeare	
THE 343	Modern Drama	
THE 410	Literary Trends in Modern Theater	
THE 440	Ancient Theater	
THE 257	Technical Theater	3
THE 357	Scene Design	3
THE 457	Production Design	3
THE 373	Practicum in Technical Theater (1sh each)	3
THREE HOURS FROM:		
THE 371	Practicum in Stage Management (2sh each)	3
THE 372	Practicum in Acting (1sh each)	
THE 373	Practicum in Technical Theater (1sh each)	
Theater Electives (any level)		9
TOTAL		36

Sample First Year Plan - Freshmen

Fall	SH
LASP	3
LASP	3
Core	3
THE 100	3
THE 150	3
THE 373	1
CC 101	1

Spring	SH
LASP	3
LASP	3
Core	3
Core	3
THE 156	3
THE 373	1
CC 102	1

Sample First Year Plan - Transfer

Fall	SH
LASP	3
LASP	3
Core	3
THE 201	3
THE 343	3
THE 373	1

Spring	SH
LASP	3
LASP	3
Core	3
THE 321	3
THE 358	3
THE 373	1

Theater 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.

MINOR REQUIREMENTS

A minor in theater 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, 410, or 440; and three semester hours of THE 372 or 373, or a combination of the two. Six of the 18 hours must be at the 300-level or above.

Theater Minor Requirements		SH
THE 100	History of the Theater I	3
THE 150	Introduction to Theater Production	3

THE 156	Acting I	3
ONE COURSE FROM:		
THE 201 THE 210 THE 318 THE 343 THE 410 THE 440	World Dramatic Literature African American Theater Shakespeare Modern Drama Literary Trends in Modern Theater Ancient Theater	3
THREE HOURS FROM:		
THE 372 THE 373	Practicum in Acting (1sh each) Practicum in Technical Theater (1sh each)	3
Upper Level Theater Electives (300-level or above)		0-3
Theater Electives (any level)		3-6
TOTAL		18

COURSE DESCRIPTIONS

Theater History and Literature

100 History of the Theater I: The Greeks to the Renaissance (LA-ART) [3 SH]

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 among the authors and the conditions and styles of performance/presentation. Students will examine the cultural politics of each theatrical period, how theater reflects the assumptions of a culture, and how theater artists use their medium to express their belief or disbelief in those systems.

101 History of the Theater II: The Restoration to the Present (LA-ART) [3 SH]

This course is a survey of the growth and development of the theater from the Restoration to the present, with consideration of dramatic literature, the physical spaces for theater, style of presentation, and the social significance of theater. THE 101 is a continuation of the survey begun in THE 100, is recommended for both majors and non-majors, and need not be taken in sequence.

201 World Dramatic Literature (LA-HUM) [3 SH]

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.

210 African American Theater [3 SH]

(Cross Reference: AAS 210) An introduction to and the study of contemporary African American plays and playwrights. The course includes a survey of the practice and roots of contemporary Black theater as evidenced by the changing image of African Americans from the stereotypes of early American theater to today's varied characterizations.

301 19th to 21st Century American Theater History [3 SH]

This course provides rigorous exposure to modern American theater 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.

318 Shakespeare [3 SH]

(Cross Reference: ENG 318) A survey of representative plays from the comedies, histories and tragedies, with special attention to Shakespeare's development as premier dramatic artist. Prerequisite: ENG 102 or 210.

343 Modern Drama (LA-HUM)

[3 SH]

(Cross Reference: ENG 343) A study of representative dramatic literature by European and American playwrights, from George Bernard Shaw to Samuel Beckett. Discussion will include an historical and social context, political or religious implications, and, where appropriate, gender issues Prerequisite: ENG 102 or 210.

350 Broadway and Hollywood Musicals in the Twentieth Century

[3 SH]

(Cross Reference: COM 350, ENG 350, MUS 350) This course will introduce students to one of the few musical genres that is uniquely American in origin. Course content will draw from standard musical theater 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 theater. Class content will also include the cultural and economic history of musical theater and musical film, the commercial production of popular songs, performers and performance styles, and generic analysis of stage and screen works. Prerequisite: ENG 102 or 210.

440 Ancient Theater

[3 SH]

An in-depth study of theater and drama of ancient Greece, Rome and the Orient. Prerequisite: THE 100 or permission of the instructor. (Offered on demand)

Theater Production

150 Introduction to Theater Production I (LA-ART)

[3 SH]

A survey of the basic techniques and practices used in technical theater 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 theater courses. This course meets for 3 classroom hours and 2 laboratory hours per week.

156 Acting I (LA-ART)

[3 SH]

An introduction to techniques of acting for the stage. The student will learn uses for the four major types of theaters, 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.

160 Introduction to Design for the Performing Arts

[3 SH]

A hands-on study of the basic techniques of theater 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.

250 Introduction to Theater Production II

[3 SH]

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.

252 Stage Management

[3 SH]

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 theater). Students will be responsible for organizing and running production meetings, rehearsals and performances. This course is open to Theater majors and minors. Prerequisite: THE 152 or permission of the instructor.

255 Playwriting I

[3 SH]

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.

256 Acting II: Period Styles and Stage Combat [3 SH]

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

259 Costuming for the Stage [3 SH]

A survey of historic costume for the stage. The student will learn what typifies line, color, and fabric texture in dress and accessories during each time period in Western history, beginning with the Egyptians. He/she will keep a picture journal which contains examples of historic costume that are suggested in modern dress. At the end of the semester, the student will complete a creative project of his choosing, which reflects his understanding of some aspect of historic costume. (The student need not have any knowledge of sewing to complete this course.)

263 Stage Makeup [3 SH]

A study in the method and techniques of makeup for the stage and camera. Students will learn to alter facial features to acquire characteristics of various ages, nationalities and personality types.

321 Voice and Diction [3 SH]

(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.

356 Acting III: Improvisation and Meisner [3 SH]

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.

357 Scene Design [3 SH]

A study of the fundamental techniques and philosophies of scene design. Course requirements include drafting of and research for a play selected by the instructor. Prerequisite: THE 257 or permission of the instructor.

358 Directing I [3 SH]

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.

360 Lighting Design [3 SH]

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 theater. Prerequisites: THE 160 and THE 250.

371 Practicum in Stage Management [2 SH]

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.

372 Practicum in Acting [1-2 SH]

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.

373 Practicum in Technical Theater [1 SH]

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 theater, thereby learning a new skill in each succeeding course experience. Required of all majors. Prerequisite: Permission of the instructor.

375 Script Writing for Radio, Television and Film [3 SH]

(Cross Reference: COM 375, ENG 375) A workshop designed to teach script writing formats for advertising, dramatic and documentary productions. Prerequisite: ENG 102 or 210, or permission of the instructor.

400 Senior Seminar [3 SH]

A concentrated study of a specialized area in theater which the student intends to pursue either in graduate school or as a profession. The student will do a presentation before the theater faculty and other selected faculty members. Prerequisite: Permission of the student's advisor and of the instructor.

455 Playwriting II [3 SH]

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)

456 Acting IV: Avant Garde [3 SH]

This course introduces student to a vast array of performance styles, including neutral mask work, clowning, object manipulation, soundscapes, Viewpoints, rasboxes, and the creation of solo and group performance texts inspired and based upon the theories and concepts explored in class. Additionally, students will be exposed to Theatre of the Absurd and Artaud's Theatre of Cruelty as specific frameworks for their inquiry. Prerequisite: THE 156 or permission of the instructor.

457 Production Design [2 SH]

Advanced study and practical application of stage design. Students will produce a design on stage for a departmental production. The design may be scenery, costumes, or lighting. May be taken twice for credit. Prerequisite: THE 257 or permission of the instructor.

458 Directing II [4 SH]

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 Special Topics [1-12 SH]

To be offered at the discretion of the Theater Program faculty as study topics including internship experience, seminar classes and advanced theater-related projects.

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The 2014–2015 Trustee Directory will be available November 1, 2014

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Faculty Emeriti

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Director of Assessment; Associate Athletic Director for Internal Operations

B.S., Michigan State University; Ph.D., Purdue University

CHELSEA HANWAY (2014)

Assistant Athletic Trainer

B.S., University of Idaho; M.S., Henderson State University

JEWEL HOOVER (1999)

Office Coordinator for the Physical Plant

A.B., Brandon Secretarial School; B.S. Coker College

CHRIS JEPSON (2014)

Assistant Athletic Trainer

B.S., University of Utah; M.S., Indiana State University; P.A., James Madison University

CHELSEA KENT (2013)

Head Women's Lacrosse Coach

TRAVIS MCCALL (2014)

Head Women's Softball Coach

B.S., M.B.A., West Georgia College

BENNY MORGAN (2013)

Head Men's and Women's Cross Country and Track Coach

B.S., Indiana State University; M.S., Liberty University

DAN MUNS (2011)

Head Women's Soccer Coach

B.S., Columbus State University

ALI NELSON (2013)

Head Spirit Coach

B.A., Coker College

DAVID OLIVER (2013)

Head Men's Lacrosse Coach

B.S., Wingate University

JASON PRICE (2014)

Director of Facilities

ARIC SAMUELS (2013)

Director of the Harris E. and Louise H. DeLoach Center; Assistant Men's Basketball Coach

B.S., South Carolina State University

DANIEL J. SCHMOTZER (1987)

Head Men's Basketball Coach

B.A., St. Edwards University; M.Ed., Texas Christian University

DAVID A. SCHMOTZER (1991)

Head Baseball Coach; Assistant Professor of Physical Education and Sports Studies

B.A., St. Edwards University; M.Ed., Texas Wesleyan University

DAN SHANKS (2013)

Athletic Development Officer

B.S., Coker College

BRIAN SHEETZ (2014)

Assistant Men's Lacrosse Coach

B.A., Mercyhurst College

TOM SIMPSON (2011)

Head Men's and Women's Tennis Coach

B.A., Oakland University; M.A., Columbia International University

ROBERT SKINNER (2012)

Assistant Baseball Coach

B.S., Lander University

ALLYSSA SOTOMAYOR (2013)

Assistant Athletic Trainer

B.A., Ithaca College; M.S., University of Florida

ALLISON STACK (2013)

Head Men's and Women's Volleyball Coach

B.S., Bryant College; M.A., Adelphi University

JUSTIN STACK (2014)

Assistant Men's and Women's Volleyball Coach

B.A., Hunter College

BRITTANY STONE (2013)

Assistant Athletic Trainer

B.S., University of Central Arkansas; M.S., Henderson State University

CHRISTIAN STRYKER (2004)

Associate Athletic Director for External Operations

B.S., Coker College; M.S., Drexel University

CY WAINWRIGHT (2012)

Head Wrestling Coach

B.S., Newberry College; M.S., St. Cloud State University

CHRIS WILLIAMS (2014)

Head Men's Soccer Coach

B.A., Lindsey Wilson College

SHAROD WILLIAMS (2014)

Sports Information Assistant

B.S., Coker College

Faculty

VICKI T. ANDERSON (2008)

Special Lecturer in Medical Technology
Program Director of the School of Medical
Technology, McLeod Regional Medical Center

M. VALERIA AVANZATO (2011)

Assistant Professor of Biology
M.Biol.Sci., University of Buenos Aires; Ph.D.,
University of Arkansas-Fayetteville

PAULA SAMIEC BAILEY (2000)

*Professor of Biology; Chair of the Department of
Science and Mathematics*
B.S., Barry University; Ph.D., Emory University

I. JILL BANKS (1987)

Professor of Psychology
B.A., University of Tennessee; M.A., Middle
Tennessee State University; Ph.D., University of
Mississippi

ALEXA BARTEL (2007)

*Director of the Library; Associate Professor of
Library Science*
B.S., M.L.S., Indiana University

JAMES E. BODEN (1999)

Professor of Art
B.S., University of Minnesota; M.F.A.,
University of Cincinnati

JENNIFER BORGO (2008)

*Associate Professor of Biology; Director of the
Honors Program*
B.S., Auburn University; M.S., Utah State
University; Ph.D., Utah State University

GORDON G. BROWN (2007)

Associate Professor of Chemistry
B.S., The College of William and Mary; Ph.D.,
University of Virginia

DENNIS BURKE (2014)

Special Lecturer in Business Administration
B.S., Southern Illinois University; M.B.A.,
Webster University

ANDREA L. CABUS (2011)

Assistant Professor of English
B.A., Otterbein College; Ph.D. Temple University

KAREN CARPENTER (2011)

Assistant Professor of Education
B.A., Eastern Michigan University; M.Ed.,
Ph.D., University of Nevada-Reno

WILLIAM D. CARSWELL (2003)

*Associate Provost of Academic Affairs; Associate
Professor of Music, Director of the Men's Ensemble*
B.M.E., Appalachian State University; M.M.,
Florida State University; D.M.A., University of
South Carolina

V. GLENN CHAPPELL (2005)

Associate Professor of Business Administration
B.S., North Carolina State University; Ph.D.,
University of Tennessee-Knoxville

TODD COUCH (2014)

Assistant Professor of Criminology
B.A., Midwestern State University; M.S., Ph.D.,
Texas A&M University

CATHLEEN G. CUPPETT (1998)

Professor of Spanish
B.A., Wheaton College; M.A., Ph.D., University
of Virginia; Universidad Nacional Autónoma
de México (Mexico City); Fundación Ortega y
Gasset (Madrid)

PAUL DOSTERT (2009)

Assistant Professor of Mathematics
B.S., James Madison University; M.S., Ph.D.,
Texas A & M University

PHYLLIS G. FIELDS (2002)

*Associate Professor of Theater; Coordinator of the
TransAmations Program; Director of the Elizabeth
Boatwright Coker Performing Arts Center*
B.A., Coker College; M.F.A., New York University

JULIA A. FISHER (2007)

Associate Professor of Psychology
B.A., University of Wisconsin; M.A., Ph.D.,
University of Colorado

JOSEPH E. FLAHERTY (2005)

*Associate Professor of Biology; Director of
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B.S., M.S., North Carolina State University;
Ph.D., Purdue University

KATHRYN J. FLAHERTY (2005)
Director of Assessment; Associate Athletic Director for Internal Operations
B.S., Michigan State University; Ph.D., Purdue University

JOHN ANTHONY FLOYD, ESQUIRE (2012)
Vice President of Administration and Legal Counsel; Assistant Professor of Business Administration
B.S., University of South Carolina; J.D., Campbell University School of Law

JOHN FOSTER III (1990)
Associate Professor of English
B.A., M.Ed., University of South Carolina

ANGELA M. GALLO (2003)
Associate Professor of Dance
B.F.A., Central Connecticut State University; M.F.A., University of Michigan

PETER J. GLOVICZKI (2013)
Assistant Professor of Communication
B.A., St. Olaf College; M.A., Ph.D., University of Minnesota

MARGARET J. GODBEY (2011)
Assistant Professor of English
B.F.A., New York University; M.A., DePaul University; Ph.D., Temple University

LYNN GRIFFIN (2010)
Vice President of Athletics and Facilities; Assistant Professor of Physical Education and Sport Studies
B.S., University of North Carolina-Pembroke; M.Ed., Tarleton State University; Ed.D., North Central University

JEAN GROSSER (1985)
Professor of Art; Chair of the Department of Art
B.A., Barnard College; B.F.A., Alfred University; M.F.A., Ohio University

KAREN HAMILTON (2013)
Associate Professor of Business Administration; Chair of the Department of Business Administration
B.S., University of Rhode Island; M.Ed., Pennsylvania State University; Ph.D., Florida State University

KRISTIN HAPKE (2013)
Assistant Professor of Dance
B.A., The University of Oregon; M.F.A., The Ohio State University

JOHN HAUPTFLEISCH (2012)
Assistant Professor of Chemistry
B.S., Hamilton College; Ph.D., University of Alabama

SUSAN D. HENDERSON (2005)
Associate Professor of Education; Director of the Wiggins School of Education; Director of Teacher Education
B.A., Davidson College; M.Ed., Ph.D., Georgia State University

JENNIFER HEUSEL (2014)
Assistant Professor of Communication
B.A., Rollins College; M.A., Ph.D., Indiana University at Bloomington

RYAN M. HIGGINS (2013)
Assistant Professor of Education
B.S., Indiana University Southeast; M.Ed., Xavier University; Ph.D., University of Louisville

ELIZABETH SCOTT HILL (2014)
Assistant Professor of Social Work; Social Work Field Director
M.S., Columbia University in the City of New York

SERENA HILL-LAROCHE (2010)
Assistant Professor of Music
B.A., University of North Alabama; M.M., D.M.A., University of South Carolina

DARRELL T. HOLLIDAY, JR. (1996)
Professor of Business Administration
A.A., Brewton-Parker College; B.A., LaGrange College; M.B.A., Vermont College; Ph.D., The Union Institute

MAL J. HYMAN (1987)
Associate Professor of Sociology
B.A., University of California-Los Angeles; M.A., University of California-Riverside

JOHN JEWELL (2004)
Associate Professor of Physical Education and Sport Studies
B.S., M.S., Eastern Illinois University; Ed.D., West Virginia University

DARRELL KELLY (2013)
Special Lecturer in Business Administration
B.S., Coker College; M.P.A., Troy State University

KEVIN T. KENYON (2000)

Associate Professor of History

B.A., The American University; M.A., Ph.D.,
Indiana University

JULIA KLIMEK (2001)

Professor of English

B.A., The Evergreen State College; Ph.D.,
University of California-Davis

RHONDA KNIGHT (2002)

Professor of English

B.A., University of Alabama at Birmingham;
M.A., University of Alabama; Ph.D.,
Binghamton University

SHAWN LAY (1996)

Professor of History

B.A., M.A., University of Texas at El Paso;
Ph.D., Vanderbilt University

YE LI (2011)

Assistant Professor of Chinese

M.A., Ph.D., Capital Normal University

KENNETH MAGINNIS (1999)

Associate Professor of Art

B.F.A., Philadelphia College of Art; M.F.A.,
University of Tennessee-Knoxville

EMILY MANN (2014)

*Reference and Instruction Librarian; Assistant
Professor of Library Science*

B.A., Guilford College; M.L.I.S., University of
North Carolina at Greensboro

RACHEL MANSPEAKER (2011)

Assistant Professor of Mathematics

B.A., Bridgewater College; M.A., Ph.D., Kansas
State University

DARLENE MAXWELL (2004)

Professor of Education

B.S., Presbyterian College; M.Ed., Boston
University, Ed.D., University of Arizona

SHIRLEY MCCLERKIN-MOTLEY (2000)

Associate Professor of Social Work;

M.S.W., University of South Carolina

SANDRA MCCLOY (2010)

Associate Professor of Education

B.A., University of Central Florida; M.R.C.,
University of South Carolina School of Medicine;
Ph.D., University of South Carolina

DAVID S. MCCRACKEN (1998)

*Professor of English; Chair of the Department of
Communication, Language and Literature*

B.A., Belmont College; M.A., Ph.D., Texas A &
M University

JAMES E. MCCLAUGHLIN (2011)

*Assistant Professor of Physical Education and Sport
Studies*

B.A., University of South Florida; M.A.,
University of North Carolina-Chapel Hill;
Ph.D., University of Tennessee

SHARON S. MITCHELL, M.D. (2008)

Special Lecturer in Medical Technology

Medical Director of the School of Medical
Technology, McLeod Regional Medical Center

PETER NGUYEN (2011)

Assistant Professor of Mathematics

B.A., M.S., St. Louis University; Ph.D., Kansas
State University

MELINDA NORRIS (2000)

Associate Professor of Business Administration

B.S., Furman University; M.B.A., University of
South Carolina

SUZANNE PARKER (2006)

*Associate Professor of Physical Education and Sport
Studies; Chair of the Department of Physical Education
and Sport Studies*

B.S., Norfolk State University; M.S.E., Ph.D.,
Virginia Polytechnic Institute and State University

TRACY PARKINSON (2011)

*Provost and Dean of the Faculty; Professor of
Modern Languages*

B.A., Carson Newman College; M.A., Ph.D.,
University of Tennessee

RICHARD A. PUFFER (1999)

Associate Professor of Communication

B.A., State University of New York; M.M.C.,
University of South Carolina

ROBIN L. RICHARDSON (1989)

*Director of Learning Support Services; Assistant
Professor of Physical Education and Sport Studies*

B.S., Gardner-Webb College; M.S., Appalachian
State University

TODD RIX (2007)

*Assistant Director of the Library; Associate Professor
of Library Science*

B.A., Clemson University; M.L.I.S., University
of South Carolina

JESSICA ROBBINS (2014)

Assistant Professor of Chemistry
S.B., University of Chicago; Ph.D., The Pennsylvania State University

TRINA ROSE (2013)

Assistant Professor of Sociology
B.A., University of North Colorado; M.A., University of Colorado; Ph.D., University of Nebraska

DAVID A. SCHMOTZER (1991)

Head Baseball Coach; Assistant Professor of Physical Education and Sports Studies
B.A., St. Edwards University; M.Ed., Texas Wesleyan University

JASNA R. SHANNON (2006)

Associate Professor of English; Director of the Writer's Studio
B.A., M.A., Ph.D., University of Arizona

MICHAEL L. SIEGFRIED (1987)

Professor of Sociology
B.S., M.A., Southern Illinois University-Edwardsville; Ph.D., Southern Illinois University-Carbondale

MEREDITH SIMS (2013)

Assistant Professor of Dance
B.A., Point Park University; M.S., Ph.D., University of Kentucky

RYAN SMITH (2013)

Assistant Professor of Music
B.M., Furman University; M.A. Dallas Theological Seminary; M.M., D.M.A., University of South Carolina, Columbia

KINDRA STEENERSON (2011)

Assistant Professor of Theater
B.A., M.F.A., Utah State University

JOSEPH STEVANO (2002)

Assistant Professor of Business Administration
B.S., University of Toronto; M.A., York University (Canada); M.S., University of Maryland; M.A., Ph.D., University of Notre Dame

STEPHEN B. TERRY (1975)

Vice President for Student and Enrollment Services; Associate Professor of Physical Education
B.S., M.A., East Carolina University; D.Ed., University of South Carolina

JOSHUA WEBB (2013)

Assistant Professor of Theatre
B.A., Keene State University; M.F.A., Michigan State University

STEPHANIE H. WEISS (2014)

Assistant Professor of Business Administration
M.S., Strayer University

TRACEY TURNER WELBORN (1999)

Professor of Psychology; Chair of the Department of Behavioral and Social Science
B.A., M.Ed., Ph.D., University of South Carolina

JOHN E. WILLIAMS (2013)

Assistant Professor of Education
B.A., Pfeiffer College; M.Ed., Ph.D., University of South Carolina

JOHN M. WILLIAMS, III (2007)

Associate Professor of Spanish
B.A., M.A., Brigham Young University; Ph.D., Tulane University

GRAHAM WOOD (2000)

Associate Professor of Music; Chair of the Department of Dance, Music, and Theater
B.A., University of Newcastle-on-Tyne; M.A., Ph.D., University of Minnesota

ROBERT L. WYATT (2009)

President of the College; Professor of Business Administration
B.B.A., University of Central Arkansas; M.S., University of Arkansas at Fayetteville; Ph.D., University of Memphis

ZE ZHANG (2003)

Associate Professor of Computer Science
B.A., Henan University (China); M.S., North Carolina State University; Ph.D., University of Missouri-Columbia

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Important Phone Numbers	
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	800-950-1908
Adult Degree Program	843-383-8030
Alumni Office	843-383-8016
	800-65-COKER
Athletics	843-383-8073
Bookstore	843-383-8034
Business Office	843-383-8026
	800-571-7318
Career Services	843-383-8263
Counseling Services	843-383-8040
Dining Services	843-383-8142
Financial Aid	843-383-8055
	800-950-1908
Health Services	843-383-8141
Information Technology	843-383-8086
Intramurals	843-383-8035
Learning Support Services	843-383-8021
Library	843-383-8126
Office of Academic Records	843-383-8022
	800-571-7320
President's Office	843-383-8010
Provost's Office	843-383-8012
	800-571-7314
Residence Life	843-383-8360
Security	843-383-8140
Student Services	843-383-8035
	800-571-7407
Switchboard	843-383-8000
Wiggins School of Education	843-383-8131
	800-436-0915

NON-DISCRIMINATION POLICY

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

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COKER COLLEGE

OFFICE OF ADMISSIONS

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