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Academic Calendar

2010 Fall Term

Freshmen Arrive.....	Friday, August 27
Late Registration (7:30 a.m.) and Classes Begin.....	Wednesday, September 1
Drop/Add Day (Class Changes).....	Tuesday, September 7
Formal Opening of College and Seminary.....	Thursday, September 9
Fall Break Begins After Classes.....	Friday, October 15
Classes Resume, 8 a.m.....	Wednesday, October 20
Thanksgiving Holiday Begins After Classes.....	Tuesday, November 23
Classes Resume, 8 a.m.....	Monday, November 29
Classes End.....	Tuesday, December 7
Reading Day.....	Wednesday, December 8
Final Examinations Begin.....	Thursday, December 9
Final Examinations End.....	Tuesday, December 14

2011 Winter Term

Late Registration and Classes Begin.....	Monday, January 3
Drop/Add Day (Class Changes).....	Tuesday, January 4
Last Class Session and Final Examinations.....	Wednesday, January 26

2011 Spring Term

Late Registration (7:30 a.m.) and Classes Begin.....	Monday, January 31
Drop/Add Day (Class Changes).....	Friday, February 4
Spring Break Begins After Classes	Friday, March 18
Classes Resume, 8 a.m.....	Monday, March 28
Good Friday Holiday.....	Friday, April 22
Classes End.....	Thursday, May 5
Reading Day.....	Friday, May 6
Final Examinations Begin.....	Saturday, May 7
Final Examinations End.....	Thursday, May 12
Baccalaureate.....	Friday, May 13
Commencement.....	Saturday, May 14

2011 Summer Session

Classes Begin.....	Tuesday, May 31
Only Day for Class Changes.....	Wednesday, June 1
Holiday.....	Monday, July 4
Final Examinations.....	Saturday, July 9

Note: The calendar is subject to change.

From the President

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As one of the oldest and most prestigious colleges in South Carolina, Erskine is a community that prizes academic rigor and Christian authenticity.

Wrapped around the very small, historic town of Due West, South Carolina, Erskine's 90-acre campus provides not only a safe place to study, but also an inspiring environment where ancient oaks shade expansive lawns against the backdrop of stately columns and timeless red brick.

We are justifiably proud of our graduates. Because they have been afforded the opportunity to think through their professional preparation in the context of a trusting and trustworthy, authentically Christian academic community, Erskine graduates move with relative ease into the business world and the professions. Erskine graduates effectively lead large companies, significantly influence professional fields, and deeply impact our culture in many other ways.

As a Christian liberal arts college, we not only equip students for the workplace, we equip them to make important life decisions with an eye to the broader context. We believe that it is our responsibility as divine image bearers to fill the earth and subdue it with the love and the justice of our Triune God. But love and justice do not work their way into our thoughts and actions by accident. We understand that the process of human flourishing is difficult, personal, and always incomplete, but the Erskine academic community is very fertile soil. Faculty members teach small classes that foster student interaction and intellectual development. Many professors invite students into their homes and form lifelong friendships with them.

Erskine Theological Seminary shares the campus with Erskine College and is a valuable resource for the study of ancient languages, Christian education, church music and Biblical studies. Covenant Way (formerly known as the Due West Retirement Center), one of the best facilities of its kind, is located across the street from the college and provides limitless opportunities for students to continue building loving, mutually beneficial relationships with personal examples of Erskine's family history.

Ranked as one of the best four-year baccalaureate colleges in the South, Erskine attracts students from all walks of life and, through our generous scholarship program, offers an unparalleled educational experience that is also surprisingly affordable.



Dr. David A. Norman

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From the Dean

In English 102 when we study paradox, I always recite this passage from one of my favorite plays, *The Fantasticks*: “There is a curious paradox/That no one can explain./Who understands the secret/Of the reaping of the grain?/Who understands why Spring is born/Out of Winter’s laboring pain?/Or why we all must die a bit/Before we grow again.”

The past year has been a troubling time for Erskine. It has been a time of struggle and loss, of brokenness and hurt. Last year, winter seemed unusually long and harsh. And the effects of that winter—on the economy, on enrollment, and otherwise—will still be felt for weeks and months to come.

But Erskine has weathered such seasons before. And paradoxically—providentially, even—we are now poised to enter an exciting new season of unprecedented growth and flourishing. As a

new president takes office, new leadership and a renewed vision for Erskine come with him. The faculty is set to launch a wholesale review of institutional programming, to consider new curricular models, and to plan at least one new academic initiative that will directly enhance student learning. And, of course, every year brings a vibrant new class of students to begin their Erskine experience. This year’s class may be smaller in number, but they bring strong academic and leadership credentials and an eagerness that promises to energize the campus community.

In short, Erskine has much to look forward to. As El Gallo reminds us in *The Fantasticks*, after a painful Winter, Spring is coming with its promise of new life and growth. That’s what Erskine has always been about: growing up young people, enriching their lives by providing them a quality liberal arts education in a Christ-centered environment. That historic project—the mission of Erskine College—has never changed. And its value remains a constant, too. In fact, today’s world needs more than ever the kind of integrated lifelong learning and holistic nurturing that Erskine has fostered for over 170 years.

The aim of such a mission is “to equip students to flourish.” That’s a growth word, but a word that suggests much more than growth alone. In order to flourish, one must be fully alive and relishing that life which is always renewing itself. That is the very life that Jesus spoke of when he so often taught in parables and paradoxes. The “secret” that El Gallo sings about is no mystery here at Erskine: GOD himself began a good work in this academic village a long time ago; he has been faithful to sustain that work, even through the past Winter; and he remains faithful to complete it in the days ahead.

Everyone in the Academic Office looks forward to seeing how Erskine will begin to grow and flourish again. And we commit to doing whatever we can to help faculty and students enjoy the coming year and thrive in it.



Dr. N. Bradley Christie

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Accreditation

Erskine College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Ga. 30033-4097: Telephone number 404-679-4501) to award bachelor of arts and bachelor of science degrees.

Erskine College is a member of the National Commission on Accrediting, Association of American Colleges, the American Council on Education, the South Carolina Association of Colleges and Universities, the Council for Advancement and Support of Education, the South Carolina Independent Colleges and Universities, the Council for Christian Colleges and Universities, the American Association of Colleges for Teacher Education, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Business Officers, the National Collegiate Athletic Association (Division II), and Conference Carolinas.

The teacher education programs of the college are approved by the State Board of Education using the Standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). The Teacher Education Program has been awarded national accreditation by the National Council for Accreditation of Teacher Education (NCATE). Erskine is on the approved list of the American Association of University Women (AAUW).

Any student desiring more information on Erskine College's accreditation may contact the Academic Office at 1-864-379-8772.

History

Erskine College was founded by the Associate Reformed Presbyterian Church in 1839. Prior to this time the church had established an academy for men in Due West, S.C., in 1835. This academy became Erskine College, the first four-year church-related college in South Carolina.

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

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

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

Erskine also played a greater role in the education of women, admitting women first in 1894 and becoming officially coeducational in 1899. Due West Female College, founded in 1859 by Associate Reformed Presbyterian ministers and laymen, came under the control of the ARP Church in 1904 and merged with Erskine College in 1927.

The planned merger had paved the way for accreditation by the Southern Association of Colleges in 1925, and the combined institution continued to provide a quality education and produce distinguished graduates over the next three decades, despite the setbacks of the Great Depression, World War II, and the dearth of students entering higher education in the early 1950s.

Successful capital gifts campaigns beginning in 1954, 1963, 1974 and 1992 increased Erskine's

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endowment to more than \$40 million and provided more than \$15 million in physical plant improvements over four decades.

A new capital campaign, the Gold Campaign, was launched in 2001 and completed in December 2006. The largest capital fund-raising campaign in Erskine's history met and surpassed its \$36.8 million goal, raising more than \$40 million.

Among a number of emphases in the Gold Campaign were the funding of endowed scholarships and professorships and the renovation and expansion of Memorial Hall, including the addition of a mathematics facility. Construction was completed in 2008.

Erskine College Presidents

E. E. Pressly, D.D.	1839-1847
R. C. Grier, D.D.	1847-1859
E. L. Patton, D.D., LL.D.	1859-1861
R. C. Grier, D.D.	1865-1871
W. M. Grier, D.D., LL.D.	1871-1899
F. Y. Pressly, D.D.	1899-1907
J. S. Moffatt, D.D.	1907-1921
R. C. Grier, D.D., LL.D., L.H.D.	1921-1954
J. M. Lesesne, Ph.D., LL.D., Litt.D., L.H.D.	1954-1966
Joseph Wightman, Ph.D.	1966-1973
M. Stanyarne Bell, M.Div.	1973-1981
William Bruce Ezell, Jr., Ph.D., D.Litt.	1981-1989
James W. Strobel, Ph.D.	1990-1998
John L. Carson, Ph.D.	1998-2005
Randall T. Ruble, Ph.D.	2006-2010
David A. Norman, Ph.D.	2010-present

Erskine Theological Seminary

Erskine Theological Seminary was founded in 1837. The Theological Seminary became the School of Theology of Erskine College in 1925. A member of the Atlanta Theological Association, it offers a three-year postgraduate curriculum leading to the Master of Divinity degree; a two-year postgraduate program leading to the M.A. in Christian education; and a program requiring at least two years, whereby experienced ministers holding the M. Div. or its equivalent may earn the Doctor of Ministry (D. Min.) degree.

Erskine Seminary also offers master's degree programs in pastoral ministry, theological studies, counseling ministry, and church music.

Erskine Seminary is accredited by the Association of Theological Schools of the United States and Canada. The Seminary moved into the new \$1.25 million Bowie Divinity Hall in 1985. The Seminary celebrated its Sesquicentennial with a number of special activities in 1987.

The purpose of Erskine Theological Seminary is to serve the Church and its mission by providing those called to be ordained servants of God with guided experience in being witnesses of the Word to the Church and, through the Church, to the world.



Erskine Towers

While the seminary is conducted under the auspices of the Associate Reformed Presbyterian Church and has a special obligation to equip men for the ministry in that church, it admits persons of Christian character and of approved educational attainment from other Christian denominations and offers them all possible encouragement in preparing them for the work of the ministry in the churches of their choice. Erskine Theological Seminary sponsors an extensive program of continuing education.

The Seminary operates under its own vice president, dean and faculty and prints a separate catalog. For further information, write: Dean, Erskine Theological Seminary, Due West, S.C. 29639, or call 864-379-8779.

College Campus

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

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

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

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Academic and Administrative Facilities

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

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

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

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

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

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

McCain Library was built in 1949 and named in memory of Dr. J. I. McCain, revered English professor. An annex, completed in 1973, increased the library from 9,000 to 23,000 square feet. Currently, McCain Library houses the college and seminary collections of 160,000 book volumes, 22,000 periodical volumes, 72,000 government documents, 10,000 microforms, and 2,000 audiovisual items. The library's Web site provides access to the online catalog, more than 100 electronic databases, and 49,000 e-book and e-journal titles. The library maintains more than 950 current periodical subscriptions. Computers and study areas are available for student use. The library is a partial depository for U.S. Government documents. The library's Department of Archives and Special Collections is located in Reid Hall. The library also oversees a small branch library on the Columbia Campus of Erskine Theological Seminary in Columbia, S.C. McCain Library is a member of the Partnership Among South Carolina Academic Libraries (PASCAL), which affords benefits to students, including statewide academic library borrowing privileges.

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

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

Reid Hall, constructed in 1949 and named in honor of a distinguished science teacher, the late Dr. E. L. Reid, currently serves as an annex to McCain Library.

Activities Facilities

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

Chi House, home of the Chi Lambda Sigma Society for men and women, is a stately columned residence on Main Street in Due West.

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

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

Moffatt Dining Hall, constructed in 1959 and extensively renovated in 2009, was named in honor of the late Dr. James S. Moffatt and his wife, the late Jennie Grier Moffatt, whose family provided funds for major renovations. Dr. Moffatt was president of Erskine College from 1907 to 1921 and Mrs. Moffatt was a longtime professor at Due West Woman's College and Erskine College. The Founders Room, seating more than 100 persons for special occasions, is included in the Moffatt Dining Hall.

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

Watkins Student Center, constructed and dedicated in 1964, provides meeting rooms, guest rooms, lounges, and offices for student organizations. The campus shop and offices of deans of students are located there. There is a small chapel. In one wing are Snapper's, a snack bar with recreational facilities, that includes a patio and Java City, a coffee and smoothie bar added in 2003. In the other wing is the dining hall with a separate dining room for private gatherings.

Athletic Facilities

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

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

A Swimming Pool, 75 feet long and 30 feet wide, is open in warm weather. The pool is under the general supervision of the Physical Education Department. A lifeguard is always on duty when the pool is open. A pool house with dressing rooms and filtering plant for the swimming pool were completed in 1989 when the pool was rebuilt.

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

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

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

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

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

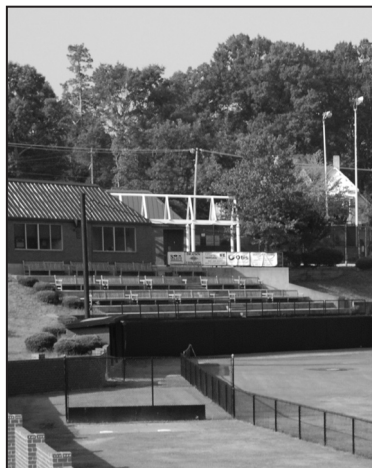
Ellenburg Pavilion, a roofed, concrete picnic area, a barbecue pit, fireplace, volleyball court, and sundeck, are located next to the swimming pool. A gift in 1978 by Mr. and Mrs. M.L. Ellenburg of Easley, S.C., helped provide this facility.

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

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

Residential Facilities

Four dormitories are grouped together around the East Campus "Circle." They are:



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

Kennedy Hall, built in 1960, is a two-story dormitory housing men. It was completely renovated and restored in 2003.

Robinson Hall, a three-story dormitory for women, was constructed in 1922 and restored and renovated in 1995. It was completely renovated and restored in 2003.

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

Two men's dormitories are grouped in a residential area on the West Campus.

Grier Hall, built in 1956, is a modern building in the colonial style, housing 106 men. It was completely renovated and restored in 2001.

Pressly Hall, built in 1959, in the same style of architecture, houses an equal number of men. It was completely restored and renovated in 2002.

All undergraduate dormitories are equipped with a direct line to Erskine's LAN computer network, which includes free access to the Internet and wireless study areas.

Younts Infirmary, completed in 1975, is the infirmary of Erskine College. It includes a waiting room, doctor's office, nurses' apartment, two examining rooms, a laboratory, kitchenette, two isolation rooms, and three wards. It honors the late Dr. C. R. Younts and Dr. Willie Camp Younts of Atlanta, Ga.

Married Students' Apartments are available in the Due West community. The business office will assist married students in contacting the owners of the apartments.

McQuiston Divinity Hall, on the Erskine Theological Seminary campus, is used as a dormitory for male seminary students.

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

Honor Code

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

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

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

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Introducing Erskine

I. Dishonorable Conduct Undermining the Academic Community

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

II. Principles Supporting the Academic Community

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

III. Responsibilities of the Students

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

IV. Responsibilities of the Faculty

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

V. Violations and Procedures for Handling Them

- A. Violations are lying, cheating, stealing, and plagiarizing.
- B. Reports to the academic dean should be made as soon as possible after a violation occurs.
- C. The faculty member may attempt to deal with the matter if the student accepts responsibility or may refer the case to the academic dean. The academic dean can make a decision in the case or refer it to the Judicial Council.
- D. When Judicial Council handles a case, it follows the procedures stated in The Pilot.
- E. Procedures for handling violations allow for the possibility of sanctions which range from failing grades to suspension or expulsion.

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- F. Procedures for handling violations include the possibility of appeal. If the case is handled by the faculty member, academic dean, or the Judicial Council, appeal is made to the College Committee on Discipline and Appeals. If the case is handled by the College Committee on Discipline and Appeals, appeal is made to the Presidential Appeals Committee.
- G. Students are presumed not to have violated the honor code until they admit responsibility or are found to be responsible.
- H. The determination of responsibility shall be made on the basis of whether it is more likely than not that the accused student violated the Honor Code.
- I. All formal and informal hearings should be conducted with the utmost confidentiality.

VI. Revising the Honor Code

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



General

The Office of Admissions accepts applications as early as 15 months prior to a candidate's expected entrance date. Students applying by November 1 (Early Action) will be notified of their admissions status by November 15. Students applying by February 15 (Regular Decision) will be notified by March 1. Students may continue to apply for admission following February 15 provided space is available in the entering class. All acceptances given while courses are in progress are conditional upon successful completion of this work. The national candidates' reply date is May 1.

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

1. **A completed application** and a non-refundable application fee. There is no application fee for students applying for admission online.
2. **A high school transcript** from all schools attended, with at least six semesters of secondary school work included.
3. **Scores** on the Scholastic Aptitude Test (SAT) offered by the College Entrance Examination Board and/or scores of the American College Testing Program (ACT). The student must complete the essay component of either testing program.
4. **A recommendation form** completed by a high school teacher either on the Teacher Evaluation form or by letter.

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

1. **A completed application** and a non-refundable application fee. There is no application fee for students applying for admission online.
2. **Official transcripts from all colleges and universities attended.** If fewer than 24 semester hours will transfer, the student needs to provide his/her high school transcript along with SAT or ACT scores.
3. **A recommendation form** completed by either the Registrar or Dean of Students Office.

International Students

A non-U.S. citizen wishing to enroll at Erskine College as a freshman must submit, in addition to the requirements for admission stated above, a TOEFL score if English is not the student's native language and Certificate of Finance Statement. These items should be submitted at least three months before the term the student wishes to enroll. Upon acceptance, the student must submit an enrollment fee (\$300). An I-20 will then be issued so the student may obtain a visa. The student is responsible for paying any fees associated with acquiring the student visa.

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

The Office of Admissions is located on the main floor of Belk Hall. All correspondence should be addressed to: Office of Admissions, P.O. Box 176, Erskine College, Due West, SC 29639. The telephone number is **864-379-8838**. The e-mail is: **admissions@erskine.edu**.

Preparation/Requirements

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

Examination Based Credits

Credits earned through any means listed below do not affect the student's grade point average. A maximum of eighteen (18) semester hours may be awarded through AP, IB, CLEP, or proficiency testing. Questions regarding examination based credits should be referred to the College registrar.

Advanced Placement Program (AP)

If a student receives a score of four (4) or higher on Advanced Placement (AP) tests, college credit will be awarded.

International Baccalaureate (IB)

If a student receives a score of five (5) or higher on a higher-level examination of the International Baccalaureate (IB) Program, college credit will be awarded.

College Level Examination Program

The college may grant credits based on the results of the College Level Examination Program (CLEP). Credit is awarded for subject examinations only; no credit is awarded for general examinations.

Credit by Proficiency

Proficiency examinations may be requested through department chairs. These tests may be prepared locally or obtained from the Educational Testing Service or other nationally recognized testing agencies. A fee may be charged by the administering department for a proficiency exam.

Credit In Escrow

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

Transfer Work

Courses taken during high school may be considered for credit at Erskine College upon receipt of the following documentation:

1. **An official transcript** of all college courses taken, submitted directly from the college attended.
2. **Official verification from the college** that all courses were taken on the respective college campus and taken in competition with other degree-seeking students from that college.
3. **The courses taken** were taught by members of that college's faculty.
4. **Written verification from the high school principal or guidance counselor** that the credit earned was not used to meet high school graduation requirements.

College courses that appear on high school transcripts will not transfer without the above stated verifications.

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

Credit is awarded toward an Erskine degree for courses which correspond to those offered by Erskine and on which grades were "C" or better. The quality point ratio at Erskine is calculated only on courses attempted on campus. Students must be eligible to return to their former institutions before an Erskine acceptance is valid.

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

Direct Transfer – Junior Colleges

Erskine offers a direct transfer program with selected accredited two-year colleges, provided a student has completed requirements for the Associate of Arts or Associate of Science Degree at the time of initial enrollment at Erskine. A maximum of 64 semester hours may be accepted from an accredited two-year college.

Correspondence Courses or Electronic Courses

Courses delivered solely by electronic means or by correspondence will not normally be accepted, but reviewed by the appropriate academic department.

Summer Session

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

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

Compliance with the Civil Rights Act

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

Compliance with the Buckley Amendment

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

Equity in Athletics Disclosure Act

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

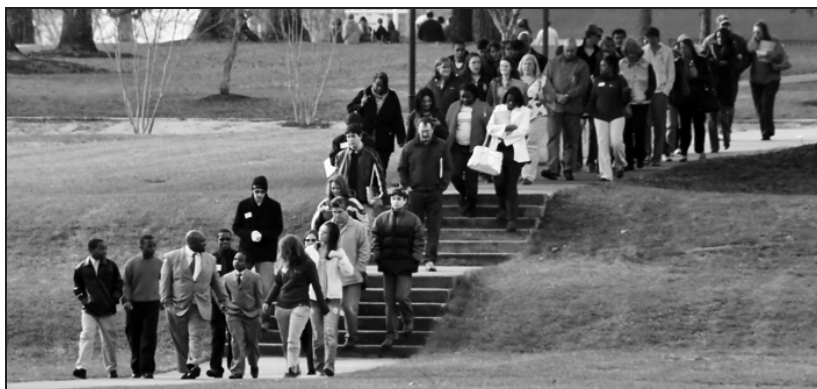
Student Records Policy

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

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

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

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



The Cost of an Erskine Education (2010-11)

Resident Students	Fall Semester	Spring Semester	Academic Year
Tuition	\$12,375.00	\$12,375.00	\$24,750.00
*Board (all plans)	\$2,125.00	\$2,125.00	\$4,250.00
Room	\$2,262.50	\$2,262.50	\$4,525.00
Medical Fee	\$102.50	\$102.50	\$205.00
Artist Series/Convo Fee	\$82.50	\$82.50	\$165.00
Athletic Fee	\$222.50	\$222.50	\$445.00
Computer Fee	\$122.50	\$122.50	\$245.00
Student Activity Fee	\$140.00	\$140.00	\$280.00
Student Center Fee	\$192.50	\$192.50	\$385.00
Total	\$17,625.00	\$17,625.00	\$35,250.00

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

Day Students

Tuition	\$12,375.00	\$12,375.00	\$24,750.00
Medical Fee	\$102.50	\$102.50	\$205.00
Artist Series/Convo Fee	\$82.50	\$82.50	\$165.00
Athletic Fee	\$222.50	\$222.50	\$445.00
Computer Fee	\$122.50	\$122.50	\$245.00
Student Activity Fee	\$140.00	\$140.00	\$280.00
Student Center Fee	\$192.50	\$192.50	\$385.00
Total—Day Students	\$13,237.50	\$13,237.50	\$26,475.00

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

Plan I (10-Month Tuition Installment)

We are pleased to announce that Erskine has selected TuitionPay Monthly Plan to be its exclusive payment plan provider for the 2010-11 academic year. TuitionPay offers a flexible, interest-free payment plan with a \$55.00 enrollment fee that includes Tuition Protection Coverage. Under this plan, you have the option of spreading the total cost of the year less anticipated financial aid over 10 equal payments beginning July 10. For more information about the plan, you may contact TuitionPay directly at (800) 635-0120.

Plan II (By Semester)

	Resident Students	Day Students
On or prior to:		
August 1, 2010	\$17,625.00	\$13,237.50
January 15, 2011	\$17,625.00	\$13,237.50
Total	\$35,250.00	\$26,475.00

Under this plan, payments are due on or prior to August 1 and January 15. Payments must be made in full when due to avoid a service charge of \$75 per semester.

Explanation of Required Fees

Application Fee. A fee of \$15 must be made as part of the application for admission by dormitory and day students. This fee is non-refundable and is charged to cover the cost of processing the application.

New Student Enrollment Fee. All new students attending Erskine College in the fall must pay a \$300 New Student Enrollment Fee. Erskine offers special enrollment programs to prospective freshmen. For details, consult the information sent to you by the Admissions staff. The New Student Enrollment Fee will be refundable until May 1. Refunds must be requested in writing and submitted to the Admissions Office by the postmark date of May 1. After May 1, all New Student Enrollment Fees are non-refundable.

New students enrolling in the winter or spring terms are required to pay a \$200 non-refundable New Student Enrollment Fee by December 1 or within two weeks after acceptance. Students will not be allowed to register for classes or reserve a room in the dormitory until the Business Office has received the New Student Enrollment Fee.

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

Medical Fee. All full-time students are charged a \$205 per year medical fee in order that the best medical service may be available at all times. This fee covers ordinary medicine, nursing service, and regular services of the college physician.

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

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

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

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

Computer Fee. Each full-time student is charged a computer fee which covers the use of the word processing center and other computer terminals on campus.

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

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

The following special fees will be charged where applicable:

Student Student Teaching Fee (Education 422-425)	\$215
Single Room Fee (per semester).....	\$800
Graduation Fee (Senior year).....	\$150
Absence from Graduation	\$25

Lab Fees:

AR 105, 170, 230, 270, 271, 272, 301, 331.....	\$60
AR 225, 226, 334, 365, 370.....	\$140
BA 225, 226, 365.....	\$140
BG 101, 110, 111.....	\$60
CH 101, 102 104, 105, 215, 217.....	\$60
IT 225, 226.....	\$140
MU 370.....	\$110
MU 470.....	\$160
PE 216.....	\$20
PH 106, 110, 111, 120, 121.....	\$60

Service Charge —per term*.....	\$75
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Private Instruction (non-refundable):

Organ, 1 lesson a week, per term*	\$275
Organ, 2 lessons a week, per term*.....	\$475
Piano, 1 lesson a week, per term*.....	\$275
Piano, 2 lessons a week, per term*.....	\$475
Voice, 1 lesson a week, per term*.....	\$275
Voice, 2 lessons a week, per term*.....	\$475
Instrumental, 1 lesson a week, per term*.....	\$275
Instrumental, 2 lessons a week, per term*.....	\$475

*Fall (includes Winter term) or Spring

Note: One (1) lesson = 30 minutes

Cost of Transcript

Current Students and Alumni.....	\$5
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Graduation Fee. A fee of \$150 is charged all students applying for a degree. This covers expenses of the diploma, the cap and gown, and other expenses related to graduation. A fee of \$25 is charged to those students not attending graduation.

Regulations Regarding Payments

All college bills must be paid at the times specified or a service charge of \$75.00 per semester will be required. No student who has an unpaid balance on his account from the previous year will be allowed to matriculate for the new year.

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

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

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

Erskine College reserves the right to utilize outside agencies for collection of past due accounts. Student will be responsible for balance due plus any and all collection costs.

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

Special students who enroll for eight semester hours or less will be charged \$917 per hour taken. Nine to 15 hours are considered a normal load during regular terms, and regular charges apply.

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

Courses taken during Winter Term are covered by regular tuition. Any off-campus courses requiring travel and additional expense will be the responsibility of the student. Board will be refundable to such students on the basis of prevailing food costs provided refund application is made by the due date. No refund of room rent will be made for time spent off campus during Winter Term.

Students who desire to register for Winter Term only will be charged tuition on the basis of \$917 per semester hour taken. Room and board will be prorated for time in attendance. Courses requiring travel and additional expense will be the responsibility of the student.

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

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

Private music lesson charges are non-refundable.

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

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

Billings are subject to adjustment according to changes in applicable fees, deposits, grants, and scholarships. Statements will be mailed to you prior to the due date for the adjusted balance.

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

Students participating in an approved off-campus study program may transfer eligible financial aid to be applied toward the student's cost of the study abroad program. If funds are wired to the

study abroad university, the student will be responsible for any additional amount due as a result of exchange rate differences.

Refunds

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

If a Student Withdraws:

First week
Second week
Third week
Fourth week
After fourth week

Portion of Tuition Refunded:

90 percent
75 percent
50 percent
25 percent
None

Financial Aid recalculates federal financial aid eligibility for students who withdraw from the institution prior to completing 60 percent of the term in accordance with the Federal Return of Funds regulations. (See Return of Federal, institutional, and State Funds, p. 27.) The recalculation is based on the percentage of earned aid for the semester. When federal aid is returned, the student may owe a balance to the College.

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

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

No refund for tuition, room or fees will be made to the student who is asked to withdraw for academic or disciplinary reasons. Refunds may be requested for meals missed during Winter Term and other extended time periods. A refund request form may be obtained in the Business Office and must be returned by the stated deadline to qualify for the refund. Any refund will be at the rate allowed by ARAMARK Campus Dining Services. Short-term field trips, etc., will not qualify for refund. No refund of room rent will be made.

The Financial Aid Office

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

How to Apply for Financial Assistance

1. Apply for admission to Erskine College.
2. Submit an Erskine College “Financial Aid Information Form.”
3. Obtain and submit a Free Application for Federal Student Aid (FAFSA). www.fafsa.ed.gov
(For early estimator, go to www.fafsa4caster.ed.gov)
4. Secure a Personal Identification Number (PIN) from the Department of Education. www.PIN.ed.gov
5. Apply for any state and/or local scholarships.
6. Investigate sources of assistance related to your major or career choice.

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

Eligibility for Federal and State Need-Based Assistance

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

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

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

Types of Assistance

Financial Aid packages usually consist of three types of aid: (A) scholarship/grant, (B) work, and (C) loan.

A. Scholarship/Grant

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

South Carolina Scholarships and Grants

South Carolina Tuition Grant – A state-funded program designed to assist South Carolina residents who are accepted by or enrolled in independent colleges in the state of South Carolina. These grants are based on need and merit and are awarded on an annual basis. The maximum amount that a student at Erskine can receive from this program for the 2010-11 academic year is \$2,600. The FAFSA serves as the application for the South Carolina Tuition Grant. For renewal purposes, students must complete 24 cumulative hours per academic year. **The FAFSA application deadline for SC Tuition Grant is June 30.**

South Carolina HOPE Scholarship – A South Carolina state program awarded to incoming freshman students who graduate from a South Carolina high school with a 3.0 cumulative grade point average and who are not eligible for the South Carolina L.I.F.E. Scholarship or the Palmetto Fellows Scholarship. The amount of the HOPE Scholarship for the 2010-11 academic year is \$2,800. The HOPE is a freshman-only scholarship and is not renewable. If, at the end of the freshman year, a student has a cumulative grade point average of 3.0 or higher and has 30 cumulative credit hours or more, the student will be eligible to receive the L.I.F.E. Scholarship for the next academic year. In future academic years, in order to renew the L.I.F.E. Scholarship, students must meet L.I.F.E. Scholarship renewal requirements.

South Carolina L.I.F.E. (Legislative Incentives for Future Excellence) Scholarships – A state program created to assist South Carolina residents. Students must meet two (2) of the following three (3) criteria: (1) graduate from a South Carolina high school with a cumulative 3.0 GPA on a 4.0 scale, (2) score at least an 1100 on the SAT or 24 on the ACT, (3) graduate in the top 30% of their high school graduating class. Students must be degree seeking and must be enrolled full-time (12 credit hours per semester). For renewal purposes, student must maintain a 3.0 cumulative grade point average and complete 30 cumulative credit hours per academic year. The amount of the L.I.F.E. Scholarship for the 2010-11 academic year is \$5,000.

South Carolina Palmetto Fellows Scholarships – A state program created to assist South Carolina residents. Students must meet the following criteria, a 3.5 GPA, 1200 SAT or 27 ACT, rank in the top 6% of the class. Students are also eligible if they have a 1400 combined SAT score and a high school grade point average of 4.0 or higher. Eligible candidates must apply through their high school guidance office in the fall of their senior year. Students must be degree seeking and must enroll full-time (12 credit hours per semester). For renewal purposes students must maintain a 3.0 GPA and complete 30 credit hours per academic year. The amount of the Palmetto Fellows Scholarship for the 2010-11 academic year is \$6,700 for freshmen and \$7,500 for sophomores, juniors and seniors.

Enhanced LIFE Scholarship, Palmetto Fellows Scholarship

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

Basic eligibility requirements for the enhanced awards are:

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

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

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

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

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

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

Information Technology 101,170,190, 271, 272

Mathematics 107, 141, 142, 205, 305, 307, 351, 355

Physics 106, 110, 111, 120, 121, 205

Biology 110,111,201, 202, 204, 206, 207, 209, 210, 211, 220, 251, 252, 303, 309, 320, 322, 340, 407

Chemistry 101, 102, 105, 214, 215, 216, 217, 305, 306, 320, 322, 323, 401, 402

Physiology 402

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

Federal Financial Aid Programs

Federal Academic Competitiveness Grant (ACG) – Students may be eligible to receive ACG in their freshman and sophomore year if they have completed a rigorous course of study in high school and are eligible for the Federal Pell Grant. In order to receive ACG in their sophomore year students must be eligible for the Federal Pell Grant, complete 24 credit hours and maintain a 3.0 at the end of their freshman year. The amount of ACG for the 2010-11 academic year is \$750 for freshmen and \$1,300 for sophomores. The FAFSA serves as the application for this program. Note: ACG will not be available after the 2010-11 academic year.

Federal Pell Grant – A federal program that can provide up to \$5,550 for the 2010-11 academic year for students who qualify. The FAFSA serves as the application for this program.

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

National Science and Mathematics Access to Retain Talent Grant (SMART) - Students may receive the National SMART grant in their junior and senior year if they are eligible for the Federal Pell Grant, have a 3.0 GPA, completed at least 48 hours and have declared an eligible major at the end of their sophomore year as determined by the Department of Education. The amount of the SMART grant for 2010-11 is \$4,000. The FAFSA serves as the application for this program. Note: SMART will not be available after the 2010-11 academic year.

Erskine College Institutional Grants and Scholarships

Academic Scholarships

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

E.B. Kennedy recipients are required to maintain a 3.3 grade point average and complete 24 hours per academic year.

Presidential Full Scholarship recipients are required to maintain a 3.0 grade point average and complete 24 hours per academic year. Students receiving E. B. Kennedy and Presidential Full Scholarships cannot receive other Erskine College institutional aid including Erskine College athletic scholarships. This does not exclude students from receiving other aid from Federal, State, local and/or other assistance from outside resources.

Solomon and Wylie Award recipients are required to maintain a 2.5 cumulative grade point average and complete 24 cumulative hours per academic year.

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

Erskine College Scholarships- Students can only receive up to \$3,000 in any combination of special scholarship funds which include Member of ARP Church, ARP Church Matching, Child of Erskine Alumni, Boys'/Girls' State, Erskine Fellow, RYLA (Rotary Youth Leadership Awards) and E.B. Kennedy Semi-Finalist. **NOTE:** Students can only receive up to \$3,000 in any combination of special scholarship funds. For example, for students receiving the Member of ARP Church and ARP Matching Grants, the combination of the two cannot exceed \$3,000 in Erskine fund; a separate application for each must be filled out each year and returned to the Financial Aid office by the September 1st application deadline.

Athletic and Other Scholarships

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

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

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

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

Outside Scholarships/Grants – Churches, High Schools, Banks, Civic Organizations, etc. often offer scholarships to students. Check with your local Chamber of Commerce for scholarship information. For more information on outside scholarships check out the Erskine financial aid Web site: www.erskine.edu/financialaid

NOTE: If students receive outside scholarships, Erskine institutional funds may be adjusted (reduced) dependent upon eligibility or need for financial aid. Erskine College reserves the right to withdraw any type of financial aid award from students who, at the close of any semester, have not made *satisfactory academic progress, or who, for other reasons, do not meet the standards of Erskine College, or who have reached the cost of attendance of the college. All federal and state assistance recipients are required to meet Erskine's *satisfactory academic progress requirements.

B. Work-Study Scholarships

Federal College Work-Study Scholarships are awarded to students with financial need. Students normally work four to eight hours a week. Work-Study is designed not to interfere with a student's class schedule. The FAFSA must be completed and filed to determine eligibility for work-study. Erskine also offers its own work program, which helps students defray the costs of college and provides the college with needed services and/or special assistance. Federal College Work-Study/Erskine Work Study Scholarships cannot be applied toward the cost of attending Erskine College.

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

C. Loans

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

Federal Stafford Loans

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

Loan Amounts:

Freshmen up to **\$5,500**

(No more than \$3,500 may be subsidized)

Sophomores up to **\$6,500**

(No more than \$4,500 may be subsidized)

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

(No more than \$5,500 may be subsidized)

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

(No more than \$5,500 may be subsidized)

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

NOTE: As of July 1, 2010, Stafford Loans will no longer be available through individual lenders. All Stafford Loans will be processed through the Direct Loan Program with the U.S. Department of Education (www.studentloans.gov). In order to receive the Federal Stafford loan students are required to fill out the FAFSA as well as an entrance counseling exam and a master promissory note through the Direct Loan Program (www.studentloans.gov). If a student wants to cancel a loan he or she must submit a request in writing to the Financial Aid office.

Federal Perkins Loan

The Federal Perkins Loan is a federally subsidized loan made directly from Erskine College. Priority is given to undergraduate students with exceptional financial need. Interest on the loan is 5% with repayment beginning nine months after the student is no longer enrolled at least half-time in college. The FAFSA is required with priority given to FAFSA applications received by June 1st.

Loan Amounts: Up to \$4,000 per year – Eligible students are typically awarded \$1,000 per year.

NOTE: Students receiving the Federal Perkins loan must fill out the required paperwork in the Business Office at the beginning of each semester.

Federal PLUS Loan (Parent Loan for Undergraduate Students)

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

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

Private Loans

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

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

For more information, contact the Financial Aid Office at 864-379-8832.

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

South Carolina Teachers Loan

Entering freshmen must have been ranked in the top 40% of their high school graduation class and have a score on the SAT (math and critical reasoning only) or ACT equal to or greater than the S.C. average for the year of graduation from high school or the most recent year for which such figures are available (currently these scores are SAT 985, ACT 19.9). Students must be a U.S. Citizen, resident of South Carolina, enrolled in and making satisfactory academic progress at an accredited institution on at least a half-time basis, must be enrolled in a program of teacher education, or have expressed an intent to enroll in such a

program. Enrolled undergraduate students, including enrolled freshmen (second term of freshman year) must have taken and passed the EEE/Praxis I Exam and have a cumulative grade point average of at least 2.75 on a 4.0 scale. Students with an SAT score of 1100 or greater (1650 for exams taken on or after March 1, 2005) or an ACT score of 24 or greater are exempt from the Praxis I requirement.

Loan Amounts:

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

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

Juniors up to **\$5,000**

Seniors up to **\$5,000**

Cancellation of loan: The loan is cancelled at the rate of 20% or \$3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. If you teach in both a critical subject and geographic area simultaneously, the rate of forgiveness increases to 33 1/3 % or \$5,000, whichever is greater, for each year of full-time teaching. The subject areas deemed critical at the time you apply will be honored for forgiveness when you begin teaching; critical geographic areas must be deemed critical at the time of your employment. Failure to teach in an area of critical need will require repayment of the full amount borrowed plus accrued interest. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2% (currently 8.8%).

NOTE: Priority deadline for applying is June 1.

Financial Aid Regulations

Erskine College reserves the right to withdraw any type of financial award from students who, at the close of any semester, have not made *satisfactory academic progress, or who, for other reasons, do not meet standards of the College. All federal aid recipients are required to meet Erskine's *satisfactory academic progress requirements which are listed under Academic Probation and Automatic Suspension. Federal funds will not be disbursed to a full-time student who has completed 10 or more semesters of post-secondary education.

Students may receive Erskine institutional financial assistance for a total of four years or eight semesters.

When a student receives a financial aid package, one-half of it is credited on the expenses of the fall term (includes January term) and the other half on the expenses of the spring term. In order to benefit more students, federal, state and local grants will be used first to meet a student's estimated need.

All students are initially awarded as boarding students unless notification has been received from the parent and/or the student that they will commute. If a student changes status from a boarding student to a commuting student, their financial aid could be affected. The financial aid would be adjusted (reduced) to reflect the difference between a boarding budget and a commuting budget. If you have questions, please contact the Financial Aid Office.

Students must be enrolled full-time, 12 hours or more, to receive institutional funds, federal funds, and all state funds (Pell Grant is an exception—call Financial Aid Office if you have questions).

Students may not receive financial aid funds in excess of tuition, fees, room and board, regardless of the source(s) of financial assistance. Erskine College reserves the right to withdraw any type of financial aid award from students who have reached the cost of attendance of the college. Students are responsible for the purchase of books and should allow between \$1,500 and \$2,000 a year for books and supplies.

Transfer Students

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

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

Return of Federal, Institutional, and State Funds

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

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

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

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

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

If Student Withdraws:	Portion of Tuition Refunded:
1st week	90%
2nd week	75%
3rd week	50%
4th week	25%
After 4th week	None

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

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

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

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

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

Academic Requirements for Maintaining Financial Aid

The Financial Aid Office will use the following as a basis for the renewal of all academic Erskine College financial assistance: the E.B. Kennedy Scholarship requires a 3.3 cumulative GPA for renewal; the Presidential Full Scholarship requires a 3.0 GPA for renewal; Solomon and Wylie Scholarships require a 2.5 cumulative GPA for renewal; Presidential, Towers, Garnet, Gold, and Special Achievement Scholarships must maintain satisfactory academic progress* and must earn a GPA that meets the requirements for continuing enrollment and graduation and complete 24 cumulative hours per academic year.

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

Required Cumulative GPA to renew Erskine financial aid:

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

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

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

<u>Federal Aid</u>	<u>Hours Completed</u>	<u>GPA</u>
Work Study	SAP*	SAP*
SEOG	SAP*	SAP*
Perkins Loan	SAP*	SAP*

Pell Grant
Stafford Loan

At least 6
At least 6

SAP*
SAP*

***SAP - Satisfactory Academic Progress**

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

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

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

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

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

Satisfactory Academic Progress Appeals

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

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

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

Students who make unsatisfactory academic progress have the opportunity to earn credits to meet the minimum requirements during summer school. However, because summer grades are not always available in time for an appeal to be reviewed, students must pay out-of-pocket for fall semester.

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

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

Study Abroad Programs

Erskine Approved Study Abroad programs include:

University of St. Andrews at St. Andrews in Scotland

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

The American Institute for Foreign Study Program at Avignon, France

The Tandem Escuela Internacional in Madrid, Spain

The Universidad Veracruzana in Jalapa, Mexico

OSAP Program at Oxford University in England

Universidad de Alicante in Alicante, Spain

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

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

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

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

Endowed Scholarship Funds

Erskine Presidential Scholarships – Two full merit scholarships are offered to members of each entering class at Erskine College. Renewable for four years, the scholarships are based solely on merit. They cover tuition, room, board and fees, minus any state, federal and outside scholarships or grants. A \$1,000 travel stipend for off-campus study or study abroad is also awarded to the scholarship recipients. Scholars will be selected for their outstanding academic performance in high school; Christian commitment; intellectual curiosity; potential for success at Erskine; school, church and community involvement; leadership skills; and creativity. The application deadline is November 1.

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

Synod Academic Scholarships – The General Synod of the Associate Reformed Presbyterian Church offers incoming freshmen scholarships for four years on the condition that a good record is maintained by recipients. Recipients must be members of the Associate Reformed Presbyterian Church and meet strong requirements in scholastic work, character, personality, and promise of leadership.

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

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

The Janet Alexander Scholarship Fund – The Student Christian Association offers a scholarship for a foreign student in

honor of the late Dr. Janet Alexander, former missionary to Pakistan. A contribution from the S.C.A. is matched by the College for a substantial scholarship each year.

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

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

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

Child of Alumni Grant* – Sons and daughters of alumni may qualify for up to \$1,000 scholarships renewable for four years.

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

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

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

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

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

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

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

Endowed Scholarships

Mary Clinkscales Abrams Scholarship – Established by Mr. and Mrs. Lawson Abrams of Hyattsville, Md., in memory of Mr. Abrams' mother. Income from this fund provides a scholarship in the fine arts. 2008-09 recipient: Brandon Sims

Coach Gene Alexander Scholarship – Through gifts from the family and friends of Gene Alexander, football, basketball, and baseball coach at Erskine College from 1947-58 and basketball coach in 1983-84, a scholarship program has

been established in the Endowment Fund. Income from The Coach Gene Alexander Scholarship Fund provides a scholarship to a student participating on the men's or women's intercollegiate basketball team at Erskine. Recipients shall be at least sophomores, be of high moral character, and indicate the qualities of exceptional leadership best exemplifying the outstanding qualities of a true student-athlete while showing a high degree of proficiency in their sports.

Andrus Scholarship – Established by Dr. H. Dewey DeWitt and his children in memory of Mr. and Mrs. C. George Andrus and their daughter, Helen Andrus DeWitt, this fund honors the memory of three members of the Andrus family who maintained a continuing interest in and support of Erskine College. Students receiving this scholarship shall be sophomores, juniors and seniors who in the opinion of the College Scholarship Committee have demonstrated exceptional merit and financial need. The scholarship is renewable for recipients making satisfactory progress towards a degree and maintaining the high standards originally associated with the scholarship. 2009-10 recipient: Wesley Ferrell

W.A. Anthony Voice Scholarship – Recipients shall have an interest in music with an emphasis in voice, preferably with some experience in church choirs; must be a member of an ARP church; be of good character and have financial need. 2008-09 recipient: Brandon Sims

Frank Long Austin Scholarship – Established by daughters of the late Mr. Austin, distinguished Erskine College graduate. Income from this fund provides scholarships for students of good moral character who are members of the soccer team and who major in a course leading to certification for employment in either elementary or secondary education. 2007-08 recipient: Kyle Magee Bennett

Aviation Cadet Student Scholarship – Sponsored by Robert J. Shirley of Roswell, N.M., and other Air Corps Cadets who trained at Erskine during World War II, this scholarship is an expression of appreciation to Erskine College for the benefits received by the hundreds of young men assigned to this program who went on to serve their country with distinction. Income from this fund will provide scholarships based on merit and financial need for juniors and seniors showing promise of future usefulness to society. 2007-08 recipient: Kelly Owens

The Bank of America Scholarship – Established by a generous gift from Bank of America. This annual award is presented to minority students with the desire to provide private higher education to minority students. 2008-09 recipient: Sierra Dakers

Felix Karl Bauer Scholarship – Established by Dr. and Mrs. Robert B. Cunningham of Knoxville, Tenn., to honor the illustrious teaching career of Felix K. Bauer, professor emeritus of art and music, as well as his talents as a musician and artist. Recipients of the Bauer Scholarship shall be regularly enrolled Erskine College students pursuing a course of study leading to a degree who show proficiency in the area of music and art while exhibiting the qualities of outstanding character associated with Professor Bauer and his wife, Martha Bauer, R.N., a county leader in the field of public and school health. 2008-09 recipient: Brandon Sims

Belk-Simpson College Scholarship Fund – Preference will be given to students from Greenville County and those counties surrounding Greenville. 2006-07 recipient: James Shelton Cisson

The Bell Family Scholarship – Mr. Elmer R. and Mrs. Louise Bell Baker of Whitmire, S.C., have established the Bell Family Scholarship Fund in the Erskine Endowment Fund to provide scholarships in honor of the distinguished Bell Family of Due West, SC. Income from this fund will provide scholarships to students of high moral character showing promise of future usefulness to society and need for financial assistance. Preference will be given to students showing proficiency in the fields of science and music. The program pays special tribute to the late John Harkness Bell, M.D., Erskine alumnus and physician who purchased the historic Lindsay-Bell home in Due West; William Condee Bell, Erskine graduate, scholar and teacher; Jesse Rutledge Bell, M.D., Erskine graduate and beloved Abbeville County and Erskine physician; and Miss Lola Bell, beloved Erskine graduate and Due West church and civic leader, who housed Erskine students for 60 years and donated her family home to Erskine College. 2009-10 recipients: Elizabeth Bradley, Kensey McCroskey

M. Stanyarne Bell Memorial Scholarship – Established to honor and perpetuate the memory of the Rev. Mr. Bell, who served as president of Erskine from 1973 until his untimely death in 1981. This fund provides scholarships for juniors and seniors at Erskine. Recipients are students who have demonstrated merit and a need for financial assistance and who show promise of developing those skills necessary to understand the importance of a positive self-image and interpersonal relationships. The fund was established by Mrs. M. Stanyarne Bell and the Erskine Board of Trustees from memorial gifts honoring the late President Bell. 2009-10 recipient: Kensey McCroskey

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

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

Nola Peters Blanton Scholarship – Established in honor of Mrs. Nola Peters Blanton by her husband, Mr. Wiley Blanton.

Financial Aid

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The recipient selected should possess a high moral character and Christian faith, show promise of future usefulness to society, and be academically well qualified. Student must show financial need. 2009-10 recipient: Megan Busch

Blythe Family Leadership Award – Established by members and friends of the Blythe Family of Mecklenburg, N.C., to honor the service of this family to Mecklenburg County, the Associate Reformed Presbyterian Church and Erskine College. Income from the fund will annually provide scholarships for rising seniors who demonstrate leadership, academic proficiency and campus Christian commitment. Preference will be given to out-of-state students with first priority for students from North Carolina. The fund was proposed by the late Albert C. Blythe, Jr. of Waycross, Ga., in memory of the Blythe family of Huntersville, N.C. 2008-09 recipient: Ashley Gray

Bolt-Squires Scholarship Fund – Established by Mr. and Mrs. William H. Squires and William H. Squires, Jr., Herndon, Va., and Cornelia Squires Decker in memory of Cornelia Bolt Squires and also as a tribute to her parents, Mr. Harold Tracy Bolt and Mrs. Laura Clinkscapes Bolt. Scholarships are awarded based on merit and are awarded to a business major with high academic achievement coupled with active extra-curricular or community involvement. 2009-10 recipient: Kayla Irvin

James N. Bonner Scholarship – Established by Mrs. James N. Bonner, widow of the late Dr. Bonner, and friends of the former Erskine professor, this scholarship memorializes a man who served as professor of chemistry and physics and registrar of Erskine College for 30 years. Students selected for the James N. Bonner Scholarship must be of good moral character and involved in extracurricular activities. Preference is given to chemistry majors. 2009-10 recipients: Brittany Brown, Rebecca Brown, McKenzie Campbell

John I. Bonner and Lila Morse Bonner Scholarship – Established by Dr. Lila Bonner Miller, Atlanta, Ga. Recipients must be young women of integrity and Christian commitment, preferably black, and involved in creative activities. 2009-10 recipient: Teresa Wright

Elam E. and Sallie N. Boyce Scholarship – Established by William M., Jr., and Ruth Sellers Boyce of Richmond, Virginia, in memory of Mr. Boyce's grandparents, Elam Erskine and Sallie Nelson Boyce, and in honor of their six children: James Nelson Boyce; Samuel Leland Boyce, Theodore Williams Boyce, William Moore Boyce, Mary Alice Elizabeth Boyce Brawley and Sara Eugenia Boyce Lesslie. This scholarship is given to Erskine students who are of high character. 2008-09 recipient: Yanika Ruiz

Dr. and Mrs. James Boyce Memorial Scholarship – Established by Mrs. M. G. McDonald and Mr. and Mrs. James E. McDonald, Greenwood, S.C., and Dr. and Mrs. J. P. Kennedy, Charlotte, N.C., in memory of the late Dr. James Boyce, president of Due West Woman's College from 1899-1910, and Mrs. Boyce. The scholarship is awarded annually to young women at Erskine on the basis of scholarship and potential service to society. 2009-10 recipient: Tiffany Driscoll

Marie Summers Boyce Scholarship – Established by Mrs. Daniel P. Logan, Jr. of Gilliam, La., and William E. Boyce, Troy, N.Y., in memory of Marie Summers Boyce, who served with distinction as the librarian of Erskine College from 1965-70. Mrs. Boyce was married to Dr. Edward G. Boyce, a professor of Bible and chaplain at Erskine. Income from this fund will provide scholarships to juniors and seniors who are of good moral character, show promise of future usefulness to society, and show a high degree of understanding and appreciation for the services of a competent library. 2009-10 recipient: Emily Drummond

Robert L. Bradford Scholarship – Recipients must meet the following criteria: academic achievement, financial need, high moral standards, good citizenship, evidence of extracurricular activities. 2008-09 recipient: Colleen Shepard

Dr. John G. Brawley, Jr. Scholarship Fund – Established by Mrs. John G. Brawley, Jr. as a tribute and in memory of Dr. John G. Brawley, Jr. who served Erskine College in the Music Department with dedication and distinction for nearly 40 years. Recipients shall be music majors who have demonstrated a high degree of proficiency and participation in the instrumental programs offered at Erskine. 2009-10 recipient: Barry Dreier

Brockman-Watkins Scholarship – Established by Mr. and Mrs. M. D. Watkins, Jr. of Westminster, S.C., in honor of lifelong association between the Brockman and Watkins families and Erskine College. Income from this fund will provide scholarships for qualified students. 2009-10 recipient: Wesley Ferrell

T. Clyde and Mattie G. Brown Scholarship – Established by a gift from the estate of T. Clyde and Mattie G. Brown to honor the life of two friends of Erskine College. Income from this fund will be awarded to students of good moral character showing future usefulness to society. 2009-10 recipient: Paul Gordon

T. D. Brown Scholarship – Established by Michael A. Norman, M.D., of Decatur, Ga., to honor the late Professor T. D. Brown for his outstanding work as professor of biology at Erskine College from 1948 to 1974. This fund will endow scholarships for students majoring in one of the natural sciences, preferably biology. Recipients must be of good moral character, possess a grade point ratio of 2.0 or better and be involved in extracurricular activities. 2009-10 recipients: David Camak, Jessica Cooley, Laura Griffin, Kendal Shaffer

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

Evelyn Virginia Burrell Scholarship – Established by a gift from the estate of Evelyn Virginia Burrell, a 1940 graduate of Erskine College, to recognize her life of service and dedication. Awarded to students who show good moral character. 2009-10 recipients: Katie Norton, Randy Hudson

Orene Irwin Byrd Scholarship – Established by William B. Byrd of North Augusta, S.C., in memory of his wife, the late Orene Irwin Byrd, a member of Cedar Springs Associate Reformed Presbyterian Church in Abbeville County. Income from this fund is used to assist students whose exceptional character and academic and leadership potential exemplify the high ideals, love and concern shown by Mrs. Byrd. 2009-10 recipient: Rebekah George

Camp-Younts Scholarship – Honoring the memory of Dr. Charles R. Younts and his wife, Dr. Willie Camp Younts, this scholarship is awarded on the basis of financial need, excellent moral character, and progress toward a degree. Preference is given to students from Virginia, North Carolina, Georgia and Florida, especially those from rural towns with a population under 10,000. 2009-10 recipient: Shantavia Morgan

Oliver W. Carmichael Scholarship – Established by the family of the late Oliver W. Carmichael, Sr., and the late Oliver W. Carmichael, Jr., to honor these dedicated ministers of the Gospel. The income from this fund is to be used to aid a needy and worthy student, preferably the son or daughter of a minister, who keeps passing grades. 2009-10 recipient: Michelle Hornby

Eugenia Gurney Carter Scholarship Fund – Established in honor of Eugenia Gurney Carter. Recipients shall be selected from chemistry majors or those intending to major in chemistry, who show outstanding academic promise, exceptional moral character and a demonstration of financial need. The scholarship may be renewed up to a total of four years provided the student maintains the high standards originally associated with the award. 2009-10 recipients: Ryan Miller, Brent Wells

Carolyn Lambert Catt Memorial Scholarship – Established by Mr. and Mrs. Carl L. Catt of New Albany, Miss., in memory of their daughter, who died in 1980 during her sophomore year at Erskine. The fund provides scholarships for incoming freshmen who are members of the Associate Reformed Presbyterian Church, of good moral character, and show promise of involvement in extracurricular activities. Preference will be given to students from A. R. Presbyterian churches in the Tennessee-Alabama or Mississippi Valley Presbyteries. 2009-10 recipient: Scott Cook

Centennial Class Scholarship – Established by gifts from the Class of 1939, the income from which is to be awarded to qualified students. The scholarship was presented for the first time to a student entering in the Class of 1989 who graduated in Erskine's Sesquicentennial year. The student receiving this scholarship is selected by the College Scholarship Committee based on good moral character, scholarship ability, leadership potential, future usefulness to society, and need. Renewal of the grant in succeeding years requires satisfactory academic progress toward a degree. 2009-10 recipient: Daisy Smith

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

Chisolm-Huffman Scholarship – Established by Mr. and Mrs. Fentress M. Huffman to honor and perpetuate the long association between Erskine College and the Chisolm and Huffman families, based on mutual recognition of the need for a quality liberal arts educational experience created from and expressive of Christian commitment. Recipients of the scholarship shall have a demonstrated need for financial assistance, be of good moral character, and show promise of future usefulness to society. The scholarship is renewable for students showing satisfactory academic progress toward a degree and maintaining the high moral standards originally associated with the grant. 2008-09 recipient: Timothy Burrell

Class of 1930 Scholarship – Donated by the Class of 1930. 2007-08 recipient: Jennifer Moore

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

Class of 1938 Scholarship – Established by the class of 1938, Sarah H. Sullivan and Conrad P. Shuler, Class Agents, in honor of the deceased members of the Class. The Class of 1938 Scholarship is awarded annually on the basis of good moral character, scholarship ability, leadership potential, future usefulness to society, and demonstration of need. The Class of 1938 Scholarship may be renewed through satisfactory academic progress towards a degree. 2009-10 recipients: Dezire Jones, Brandi Norris

Class of 1941 Scholarship – Established by the Erskine College Class of 1941, this scholarship honors the members of the Class of 1941 at Erskine and reminds the alumni and friends of Erskine College of the unique historical events of the four years from 1937 to 1941. The class expresses sincere appreciation for the many benefits extended to them by Erskine College while they were students. Recipients shall be undergraduate students who have exceptionally good moral character, demonstrated scholarship ability, good leadership potential, and demonstrated financial need for assistance. Class of 1941 Scholars will be selected annually. Renewal of the grant requires satisfactory progress toward a degree and the ability to maintain the standards and qualifications associated with the original award. 2009-10 recipients: Aaron Gregory, Kensley Owens

Class of 1942 Scholarship – Established by the Erskine Class of 1942 in appreciation for the support they received and the outstanding educational experiences that characterized their days as students at Erskine College. Income from this fund shall provide scholarships for students of good moral character who show promise of future usefulness to society. The scholarship is renewable. 2009-10 recipient: Brandilynn Stairs

Class of 1943 Scholarship – Established by the members of the Erskine College Class of 1943 to provide assistance to deserving Erskine students who demonstrate a good moral character and need. 2008-09 recipient: Kasey Walden

Class of 1944 Scholarship – Established by the members of the Erskine College Class of 1944 to provide assistance to deserving Erskine students who demonstrate a good moral character and need. 2009-10 recipient: Mary Senn

Class of 1948 Scholarship – Established by the members of the Erskine College Class of 1948 to provide assistance to deserving Erskine students who demonstrate good moral character and need. 2009-10 recipients: April Varnum, Daniela Arias

Class of 1949 Scholarship – Established by the Class of 1949 to honor the deceased members of the class and to perpetuate the desire of the Class to assist a worthy student and support Erskine College. Recipients shall demonstrate financial need and show potential of future usefulness to society. The grant may be renewed if there is satisfactory academic progress toward a degree. 2009-10 recipient: Kyle Evans

Class of 1950 Scholarship – Established by the members of the Erskine College Class of 1950, this fund will be used to award scholarships to students who demonstrate financial need. Recipients must show promise of future usefulness to society and make normal progress toward an undergraduate degree. 2009-10 recipients: Rebekah George, David Patterson

Class of 1953 Scholarship – Established by the Class of 1953 for deserving students who demonstrate financial need. 2008-09 recipient: Christopher Smith

Class of 1957 Scholarship – Recipients shall be regularly enrolled students of Erskine College and demonstrate financial need. 2008-09 recipient: Teresa Norman.

Class of 1984 Scholarship – Established by the Class of 1984 to pay tribute to Erskine College by assisting a rising senior. The recipient of the Class of 1984 Scholarship shall be actively involved in the school program, be of good moral character, demonstrate a need for financial assistance, and be able to graduate in the May Commencement of his or her senior year. 2009-10 recipient: Rebekah George

J. Hearst and Esther H. Coleman Scholarship – Established in 1987 through a bequest from the estate of the late Mr. and Mrs. J. Hearst Coleman of Greenwood, S.C., this fund provides income for scholarships of \$1,000 each for students exhibiting moral character, Christian commitment, average or better academic standing, leadership and financial need. Preference is given to members of the Associate Reformed Presbyterian Church. 2007-08 recipients: Travis Combs, Tanja Friday, Jeremiah Patton, Rachel Vanderbeek

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

Davis Family Scholarship – Established by Dr. E. I. Davis, Jr., in memory of his father. The income of the fund will be used to provide scholarships in the amount of \$10,000 each to support students who major in the sciences. 2009-10 recipients: Daniela Arias, Brittany Brown, Eric Coleman

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

The Rev. J. Allen Derrick Scholarship – Recipients must demonstrate financial need, and shall have outstanding characteristics of leadership, devotion, and the ability to achieve academically. 2009-10 recipient: McKenzie Campbell

Hanora Cuddy Dorn Scholarship – Established in honor of Hanora Cuddy Dorn, this scholarship will be awarded to a student who has demonstrated superior academic achievement with an aptitude and desire for the study of English, modern languages, or history. 2009-10 recipients: Laura Caskey, Hannah Crisler, Kari Helton, Michael Sewall

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

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

Dr. and Mrs. John Roddey Edwards Scholarship Fund – Established from the estate of Mrs. Anne E. Dickens, daughter of Dr. and Mrs. Edwards. 2009-10 recipient: Cory Robinson

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

Fennell-Lindsay Scholarship – Established by Eugenia Helen Ligon, former professor at Erskine College, in honor of Minnie Fennell Ligon (Mrs. Langdon S. Ligon, Sr.), daughter of the Rev. H. C. and Minnie Lindsay Fennell and granddaughter of Dr. J. O. Lindsay. In honoring Mrs. Ligon, the scholarship pays tribute to the many deep and affectionate ties between the Fennell and Lindsay families and Erskine College. Students receiving this scholarship shall show promise of future usefulness to society and demonstrate merit and a need for financial assistance. Preference shall be given to female students majoring in history. Renewal of the grant may be made if satisfactory progress is made toward a degree and students continue the standards originally associated with the awarding of the scholarship. 2009-10 recipient: Jaymeson Benton

First Statesville ARP Church Scholarship – 2007-08 recipient: Elizabeth Cain

Professor Louis C. Galloway Scholarship Fund – Established by Mr. John M. Galloway as a tribute to Professor Louis Galloway who played a major role in shaping the quality of Erskine and who will long be remembered for his leadership, strength of character and outstanding accomplishment in the field of history. Preference given to history majors. 2007-08 recipient: Melanie Coleman

Robert Stone Galloway Americanism Scholarship – Established by the late U.S. Senator Strom Thurmond, advisor to John P. Gaty Charitable Trust. Awarded annually to needy and worthy students, based on a paper on Americanism, the specific topic of which is announced prior to January 1. Applications must be submitted by February 1, and manuscripts submitted by April 1 of the academic year. 2009-10 recipient: Howard Wellons

Blake P. Garrett and Louise Young Garrett Scholarship – Established by Mr. and Mrs. B. P. Garrett of Fountain Inn, S.C., in memory of eight members of the Young family of Due West, all Erskine alumni, who contributed much to the medical, teaching, missionary, and business fields. Scholarships awarded from interest earned by this fund will be presented to students of good moral character who are involved in extracurricular activities. Preference will be given to residents of Fountain Inn, S.C., or the Fountain Inn area, and members of the Fountain Inn Presbyterian Church. 2009-10 recipient: Luke Grigsby

Lillian Garrison Scholarship – Established by Grace Lucile Garrison Hill in honor of her mother, Lillian Garrison. Interest from this fund will provide scholarships for qualified students. 2007-08 recipient: Katherine Blair Christie

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

General Scholarship Fund

Boyce Grier Scholarship

Robert Calvin and Gladys Patrick Grier Scholarship – Established by the late Dr. and Mrs. C. H. Nabers of Greenville, S.C., in honor of the late Dr. R. C. Grier, President Emeritus of Erskine College. The income from this fund is to be used to aid the senior who most clearly embodies the ideals of Erskine College. 2008-09 recipients: Joshua Grimm, Justin Horne

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

Bertha Sanders Harris Scholarship – Established by Elizabeth H. Elliott, Raleigh, N.C.; Bertha H. Holley, Aiken, S.C.; and John S. Harris, McCormick, S.C. This scholarship honors their mother and her lifetime of caring, hard work, and dedication to the limitless value of an education, and leadership in career, civic, and church avocations. Recipients of these scholarships must be juniors or seniors majoring in teacher education, having high moral character, above average academic standing, and a demonstrated financial need. Renewal of the scholarship each year will depend upon maintenance of the standards associated with the award. 2009-10 recipient: Jessica Wickline

Sara J. Hartness Scholarship – Established by the late Sara J. Hartness of Spartanburg, S.C., the income from which is to

be used for scholarships for deserving students. 2009-10 recipients: Randy Hudson, Cassandra Schmitt

James Steven Henderson Memorial Scholarship – Established by Mr. and Mrs. James A. Henderson, Jr. of Hodges, S.C., in memory of their son, a 1979 Erskine College graduate. The fund provides scholarships for juniors or seniors at Erskine College, preferably Philomathean Literary Society members and majors in Business Administration. Recipients are selected on the basis of high moral character, social and religious activities, and a demonstrated desire to contribute towards one's own needs as shown by involvement in part-time work or in the work-study program. 2007-08 recipient: Haebin Lee

Robert W. "Robbie" Hicklin Memorial Basketball Scholarship Fund – Established in memory of Coach Robbie Hicklin. The recipient must be a member of the men's intercollegiate Basketball team and possess high moral standards, indicate qualities of exceptional leadership that best exemplify the outstanding qualities of a true student athlete while showing evidence of a high degree of proficiency in varsity basketball.

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

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

Johnson Benevolent Fund – Established by Mrs. J. B. Johnson of Louisville, Ga., the income from which is to be used to aid needy young men. 2009-10 recipient: Aaron Gregory

Junior Achievement Academic Scholarship

Jacob O. Kamm Scholarship – Dr. Jacob O. Kamm, distinguished economist of Cleveland, Ohio, has established a fund in the Erskine College endowment, the income from which provides annual scholarships for Business and Economics majors with the highest grade point ratio in courses taken in the Business Department. Qualified students may be from the sophomore, junior, or senior class. 2009-10 recipients: Kimberly Bussey, Patricia Cardinale, Tiffany Crawford, Tyrell Dyson, John Evans, Woodie Evans, David Hubbs, Kayla Irvin, Alesia Jerrells, Alexandra Kessell, Sarah Kidd, Katelin Manley, Hannah Oates, Jourdan Page, Gregory Payne, Lauren Reynolds, Cade Weatherly

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

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

Emma Neel Kennedy and Mary Laurence Kennedy Scholarship – Established by Dr. Lila Bonner Miller of Atlanta, Ga., and Mrs. James N. Bonner of Due West, S.C., in memory of Mrs. Emma Neel Kennedy, devoted mother and distinguished teacher, and her daughter, Mary Laurence Kennedy, missionary to Pakistan for more than 30 years. Dr. Miller and her brother, Dr. J.N. Bonner, lived with Emma Neel and Mary Laurence Kennedy following the death of their mother until the remarriage of their father. Mrs. Bonner is the widow of Dr. Bonner. The scholarship recognizes the contributions of the Kennedy and Bonner families to the life of the college. Income from this fund shall provide scholarships for students of good moral character who demonstrate financial need. The scholarships are renewable for up to four years. 2007-08 recipient: Kayla Gurney

I.N. Kennedy Scholarship Fund – Awarded to outstanding students who show promise of future usefulness to society and demonstrate leadership abilities, with preference given to students from the Clinton, Laurens, Due West and Bonclarken areas. Renewable up to four years. 2008-09 recipient: Bryant Lawson

Mary Katherine Kennedy Scholarship – This scholarship honors the memory of Miss Mary Katherine Kennedy. The number of Mary Kennedy Scholars shall be increased from one Scholar at \$1,000 to two Scholars at \$1,000 each. The initial Mary Kennedy Scholar shall be a qualified rising senior with the next additional scholarship awarded to a qualified rising junior. Scholars will be students who are pursuing a degree in education, are dedicated to a career in teaching, and demonstrate documented financial need. Preference is given to female students who show great promise in their future usefulness to the field of education through academic excellence and high moral character. 2009-10 recipient: Christina Cothran

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

Pauline O. and Jack T. Kent Scholarship – The student receiving the award must be a student of good moral character and demonstrate financial need. Renewal of the scholarship in succeeding years requires satisfactory academic progress toward a degree and maintenance of the high moral character associated originally with the award. Additionally, the recipient shall show qualities of an enthusiastic and dedicated student. 2009-10 recipient: Stani Gilmer

Rosa Burch Kerr Scholarship – This scholarship honors the memory of Rosa Burch Kerr who was a nurse, a nurturing mother, and a Christian servant. Kerr Scholars will be students who are pursuing a degree in the sciences, are dedicated to a career in the medical field, and demonstrate documented financial need. Preference is given to female students who show great promise of future usefulness to the medical community through academic excellence and high moral character. 2009-10 recipient: Octavia Johnson

William Kennedy Kerr Athletic Scholarship – This Scholarship honors the characteristics of leadership, athleticism, and academic excellence by William Kennedy Kerr while a student at Erskine College. It is awarded to students based on leadership, athleticism, and academic excellence. 2009-10 recipients: Octavia Johnson, Barry Loucks, Zachary McCarthy

The Eula Derrick Koon and Calvin Lee Koon Scholarship Fund – Awarded to students who demonstrate financial need as well as outstanding qualities of character, leadership, and concern for others.

Richard Austin Lazenby Scholarship Fund – Recipients shall be majoring in Business and shall show promise of future usefulness to society while emphasizing the characteristics of the highest in moral and ethical behavior as exemplified by Mr. Lazenby. Student shall qualify as a financially need based recipient. 2009-10 recipient: Jourdan Page

Henrietta Fennell Lesesne and Mary Fennell Summers Scholarship – Established by Mr. and Mrs. Donald L. Summers of Selingsgrove, Penn., in honor of the late Henrietta F. (Totsy) Lesesne, wife of the late Erskine President Dr. J. M. Lesesne, Sr., and Mary Fennell Summers, Mrs. Lesesne's niece. Income from the program will provide scholarships for Erskine students exhibiting financial need, exceptional leadership abilities, good moral character, and commitment to values. In honoring these two ladies, Erskine pays tribute to a tradition that emphasizes the importance of a close, supportive, and loving family. The scholarship is renewable for a total of up to four years for students making satisfactory progress towards a degree and maintaining the qualifications of the scholarship. 2008-09 recipient: Teresa Norman

Harriet E. Leslie Scholarship – Members of the Doraville (Ga.) Associate Reformed Presbyterian Church and other family and friends of Harriet E. Leslie, beloved choir director and organist of that congregation, have established a scholarship program in her honor in the Erskine Endowment Fund. Income from this fund will provide scholarships for students of high moral character showing financial need. Preference will be given to members of the Associate Reformed Presbyterian Churches of the State of Georgia. The scholarship is renewable. 2007-08 recipient: Rebecca Jones

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

E. H. Little Scholarship – Established by gift of Mr. E. H. Little, late Chairman of the Board of Colgate-Palmolive Company, to provide scholarships for needy students. 2008-09 recipient: Troy Knight

F. Allen Little Scholarship – Established by the college from a gift from the estate of F. Allen Little, late Chairman of the Board of Colgate-Palmolive Company, to honor Mr. Little as a friend of higher education. 2007-08 recipient: Jennifer Moore.

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

Dr. and Mrs. Robert A. Lummus Scholarship – Established by the children and family of Robert A. Lummus and his beloved wife, Elizabeth Newman Faulkner Lummus, to honor and perpetuate their memory. In honor of Dr. Lummus, a minister for 53 years, and Mrs. Lummus, devoted wife and mother of the six initial principal donors of this program, scholarships will be awarded to students at Erskine College and Erskine Theological Seminary. Recipients shall be of good moral character and preferably members of the Associate Reformed Presbyterian denomination. They shall demonstrate satisfactory progress towards a degree and be a member of any class but the freshman class, demonstrate financial need, and show potential for Christian leadership. 2007-08 recipient: Daniel Wells

Neill Webster Macaulay Scholarship - Established by a gift from the estate of James A. and Isabel Lee Macaulay Dusenberry in memory of her father, Neill Webster Macaulay (1854-1916), Erskine College Class of 1875, a distinguished teacher and Commissioner of Education for Oconee County. 2009-10 recipients: Robert Kopp, David Patterson

The Maloney Scholarship – Established by the descendants of James G. and Margaret Lily Latham Maloney to recognize the devotion to the ARP denomination characterized by love, ability, service, and support, both in word and deed. This award is presented to the student who demonstrates high moral character, shows evidence of a willingness to assist oneself and provides leadership potential. These awards are both merit and need based. 2007-08 recipient: Rebecca Jones

Edward Gary Martin Scholarship – Established by Joe R. Martin, Sr., of Arlington, Texas, in honor of his father. This fund honors a man of courage, conviction, and hard work who set a standard for excellence and love that is still remembered fondly by his many friends and family. Recipients shall be selected from among enrolled or incoming freshmen who demonstrate significantly outstanding leadership potential and financial need. The scholarships are renewable if standards are maintained. 2009-10 recipient: Stani Gilmer

Julia Clements Martin Scholarship – Established by Dr. Joe R. Martin, Jr., Arlington, Texas, representing the Martin family, in memory of his mother, this scholarship honors her life and memory through the perpetual encouragement of the spirit of kindness, hard work, and enjoyment of life. Recipients of this scholarship must be freshmen or incoming freshmen who demonstrate significantly outstanding leadership potential and financial need. 2009-10 recipients: Taylor Kern, Robert Kopp

Robert Ivan McElroy and Margaret Leslie McElroy Scholarship – Established by Mr. and Mrs. Robert W. Webb, Atlanta, Ga., and Mr. and Mrs. Robert W. Webb, Jr., Dunwoody, Ga., in memory of Robert Ivan McElroy and Margaret Leslie McElroy, the parents of Mrs. Robert W. Webb and maternal grandparents of Robert W. Webb, Jr. Income from this fund shall provide scholarships to students of good moral character who demonstrate financial need. Preference will be given first to members of the Associate Reformed Presbyterian Church in the state of Georgia, secondly to other Associate Reformed Presbyterian students, and finally to otherwise qualified students. Recipients must have demonstrated the ability to receive an overall high school or college grade point ratio of at least 2.0 (C) and must maintain a 2.0 GPR to renew the grant. The fund honors the long service of the McElroys to the Associate Reformed Presbyterian Church and the Doraville and McElroy Memorial A.R.P. Churches. 2007-08 recipient: Rebecca Jones

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

McGill-Gamble Scholarship – 2009-10 recipient: David Mijia

Minor Herndon Mickel Scholarship – The Minor Herndon Mickel Scholarship is awarded annually to a student of high moral character and exceptional academic promise who requires financial assistance in order to secure a college education. The Minor Herndon Mickel Scholarship may be renewed annually provided the student makes satisfactory progress towards a degree. 2009-10 recipients: Scott Frazier, Octavia Johnson, Rebecca King, Katherine Malmquist, Stephen McCormick

Rebecca Whitesides Miller Scholarship Fund – Established by Dr. Andrew C. Miller as a lasting memorial to his beloved wife. Recipients shall be the dependent children of ARP ministers, dependent children of ARP missionaries and/ or the dependent children of full-time employees of agencies directly operating under the ARP denomination or one of the presbyteries of the ARP denomination. Scholarship is renewable up to four years. 2007-08 recipient: Jamey Dagenhart

Miller Family Scholarship – The six sons of William C. and Margaret Hamilton Henry Miller, along with other members of their families, have established a program in their memory in the Erskine College Endowment Fund. Miller Scholarships will go to students who have shown a strong inclination towards English as a major or who have declared English as their major. Recipients must demonstrate high moral character and usefulness to society. Recipients will assume a moral, but not legal, obligation to donate eventually to this or another Erskine support program. The program honors Erskine graduates William

C. and Margaret Hamilton Henry Miller, loyal graduates of Erskine who were leaders in establishment of the Erskine Living Endowment Campaign. Mrs. Miller was the first female member of the Erskine Board of Trustees, and Mr. and Mrs. Miller were honored with the Algermon Sydney Sullivan and Mary Mildred Sullivan Awards from Erskine. 2009-10 recipients: Hannah Crisler, Rebekah George, Victoria Lybrant, Emily Roberts, Sarah Thullbery

Emily Millice Scholarship – This scholarship honors Emily Dean Millice, who graduated from Erskine in 1929. Millice continued her education at Stanford University and served with distinction as a teacher of high school English. Her career lasted many years and covered assignments in Alaska, Oklahoma, Idaho, and South Carolina. Recipients shall be of high moral character. 2009-10 recipients: Adam Sanders, Morgan Allison, George Barron, Kristina Culbreth, Elizabeth DeVault, Jocelyn Evans, Lisa Jones, Sarah LaCourse, Emily Robinson

Simon and Lena Moeller Scholarship – In memory of their parents and a deceased brother and sister, five surviving children of Mr. and Mrs. Simon Moeller of Kings Creek, S.C., have established a scholarship program in the Erskine Endowment Fund. The scholarship is dedicated to the Smyrna Associate Reformed Presbyterian Church and the many friends and neighbors in the Kings Creek-Smyrna community for their friendly and warm acceptance of a young German immigrant couple at the turn of the century and their continued love and support of the family at the time of Mr. Moeller's death in 1917, even while the U.S. was at war with Germany. Income from the fund will provide scholarships for students of high moral character, showing promise of future usefulness to society and having financial need. Preference will be given to students who are members of or recommended by the Smyrna A.R.P. Church. 2007-08 recipient: Rebecca Jones

Duane Mower Scholarship – Established by Mrs. Cynthia S. Mower of Newberry, S.C., as a memorial to her husband, the income from which is to be used to aid deserving young men. 2008-09 recipient: Keith Hill

The Reverend Dr. and Mrs. Roscoe Thomas Nelson Scholarship – Established by friends of the late Rev. Dr. and Mrs. Nelson, distinguished Erskine graduates from Lake Wales, Fla., where Dr. Nelson was pastor of the Associate Reformed Presbyterian Church. This fund will provide scholarships for college and seminary students annually. 2009-10 recipient: Jared Baker

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

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

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

Mary Deck Jenkins Patrick Scholarship Fund – Established by the family of Mrs. Patrick as a tribute to an outstanding life and legacy. Students selected for the scholarship must be music majors studying in the fields of piano and voice. 2008-09 recipient: Jessica Skinner

The Plato & Catherine Pearson Fund – 2008-09 recipients: Kerry Fincher, Jazmine King

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

Herbert Graham Phillips Athletic Scholarship – Recipients will be participating as athletes in the intercollegiate athletic program at Erskine. Awarded at the discretion of the Director of Intercollegiate Athletics in consultation with the Director of Financial Aid. 2008-09 recipient: Keith Hill

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

John Todd Plaxco Memorial Scholarship – Established by Dr. and Mrs. J. M. Plaxco, Sr., of Due West, in memory of their son. The income of the fund is used to provide a scholarship for an A. R. Presbyterian student showing promise of future service to God and man. 2009-10 recipient: Gabriel Dix

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S. J. Pratt Scholarship – Established by contributions from friends and associates of Mr. S. J. Pratt, a member of the Class of 1927, upon his retirement from South Carolina State Government after 50 years of service. 2009-10 recipient: Joshua Miller

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

Inez Gibson Quattlebaum Scholarship – Established by her husband, Gordon Quattlebaum, and her children, this scholarship honors a lifetime of service of exceptional merit to family, profession, church, and community. Quattlebaum scholars shall be students who meet the qualifications of exceptional moral character, promise of outstanding usefulness to society, and indication of above average academic ability, with preference being given to those qualifying students from Fairfield County, S.C. 2009-10 recipient: Rebekah Harkins

James T. Rambo Scholarship – Established by Mr. and Mrs. H. S. Rambo in honor of Mr. James T. Rambo, Class of 1962. This award is to be given annually to a deserving Erskine student. 2006-07 recipient: Sharleen Ashby

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

Dr. Calvin Graham Reid Pre-Medical Scholarship – The Philip L. Van Every Foundation, Charlotte, N.C., has established the Dr. Calvin Graham Reid Pre-Medical Scholarship Fund in the Erskine Endowment Fund. Income from the fund will provide scholarships to premedical students based on academic course selections, interviews, a genuine desire to pursue a medical career, and demonstrated financial need. Recipients shall display the ability and aptitude for the field of medicine with a zeal to serve one's fellow man. The scholarships are renewable if scholars maintain the high standard associated with the scholarship. The Dr. Calvin Graham Reid Pre-Medical Scholarships honor the late Dr. Reid, an Erskine graduate who distinguished himself academically, athletically, and in student life at Erskine, followed by an equally distinguished career in the profession of medicine in Charlotte, N.C., including a term as Memorial Hospital Chief of Staff. 2009-10 recipients: Daniela Arias, Daniel Drechsler, Charles Kidd, Casey O'Dell, Megan Busch, Steven Robertson, Portia Thomas

Dr. and Mrs. E. L. Reid Scholarship – Mrs. Rufus M. Johnston and Mrs. Richard Hunter of Charlotte, N.C., have established a scholarship fund in memory of their parents, Dr. E. L. Reid, professor of chemistry for 62 years at Erskine, and Mrs. Reid, former teacher of music at Due West Woman's College. The income from the fund provides scholarships for outstanding chemistry students. 2009-10 recipients: Eric Coleman, Taylor Craft, Katherine Henderson, Nicole Miller, Jocelyn Smith, Jessica Swanner

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

W. J. Roddey Memorial Scholarship – Established by Mr. W. J. Roddey of Rock Hill, S.C., the income from which is to be used to provide the scholarships. 2007-08 recipient: Nikki K Lee

W. L. Roddey Memorial Scholarship – Established by Mrs. Anna B. Roddey of Rock Hill, S.C., as a memorial to her husband, the income from which is to be used to provide scholarships.

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

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

The Saint Andrew Associate Reformed Presbyterian Church Scholarship – Established by the members of Saint Andrew Associate Reformed Presbyterian Church, this scholarship is awarded to members of A.R.P. Churches within First Presbytery or children of ministers who are members of First Presbytery on the basis of financial need and merit. Recipients must show evidence of Christian commitment, leadership skills, and potential usefulness to society. 2009-10 recipient: Katherine McMullen

Linda Rogers Scarborough Memorial Scholarship – Established by her family and friends in memory of the late Linda Scarborough of Wisacky, S.C., who died tragically during her senior year. The income from this fund provides an annual scholarship. 2009-10 recipient: Rebekah Harkins

Roy M. Schooley Scholarship – Established by a gift from Mrs. Roy M. Schooley as a memorial to her husband. Awards will be made each year to deserving Erskine students. 2007-08 recipient: Nikki K Lee

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

The Reverend Mr. Forrest W. and Kathryn S. Sherrill Scholarship – Established by Dr. Judith Sherrill Bazemore of Spartanburg, S.C., as a tribute to her parents, the Rev. Mr. and Mrs. Forrest W. Sherrill, distinguished minister and teacher, respectively. Recipients of this scholarship shall be juniors or seniors of exceptionally good character, majoring in elementary education and committed to a career in elementary education. The grant may be renewed in the senior year for recipients making satisfactory progress toward a degree and continuing the qualifications associated with the awarding of the scholarship. 2009-10 recipient: Rachel Baldwin

Dr. E.A. Sloan Scholarship – Established as a tribute and in memory of Dr. Sloan. Recipients will be chemistry majors with high moral character, academic achievement, and promise of future usefulness to society. 2009-10 recipient: Andrew Larkins

Margaret Robinson Smith Scholarship – Dr. Robert E. Smith of Donalds, S.C., has established in the Erskine Endowment Fund a program honoring his wife, Margaret Robinson Smith, a graduate of Erskine College who has had a significant bearing on the growth and development of the college. Her positive influence on Erskine extends to all five of her children, four of whom are also Erskine alumni. A devoted and capable homemaker, Mrs. Smith has also provided untiring support and leadership for her alma mater, the work of her husband, her church, and her community. Smith Scholars shall be of high moral character, demonstrate financial need, and be day students living in the homes of their parent or parents, unless both parents are deceased. Special consideration will be given to black students. The scholarships are renewable.

Roy S. Smith Scholarship – The Roy Stewart Smith Scholarship was established by Mrs. Elizabeth Buzhardt Smith as an act of devotion, love, and honor for the memory of her late beloved husband, Mr. Roy Stewart Smith. The fund provides funds to students who plan to major in mathematics. Recipients must possess a minimum SAT score of 1300, rank in the top 20 percent of their graduating class, maintain an overall GPA of 3.0 and a 3.0 in mathematics, and must complete at least one mathematics course each semester. 2009-10 recipients: Annette DuPree, Jonathan Hornby, Mary Moore, Dane Smith

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

The Luke and Amelia Solomon Scholarship Program – Established by Amelia Solomon in honor and as a tribute to her husband, Luke Solomon, for the development of excellence and the recognition of the need for exceptional leadership skills. Student(s) selected must rank among the top ten E.B. Kennedy or Presidential finalists. 2009-10 recipients: Emma Howle, Fernando Perez, Emily Robinson, Ashley Stafford

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

Spivey-Hood Scholarship – The late Collins A. Spivey of Conway, S.C., and Belle Miller Spivey Hood of Myrtle Beach, S.C., the husband and daughter of the late Mrs. Harriette Edwards Spivey, established a scholarship fund in memory of this outstanding music graduate of Due West Woman's College who was an outstanding teacher of music and church musician. This

fund, now known as the Harriette Edwards Spivey and Sebron Yates Hood, Jr. Music Scholarship Fund, also honors Mr. Hood, a 1953 graduate of Erskine College, retired church musician and husband of Belle Miller Spivey Hood, a 1955 Erskine graduate. Income from the fund is to provide scholarships for music majors, with strong preference given to students studying the organ in preparation for service to the church. 2009-10 recipient: Kensey McCroskey

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

James W. and Donna R. Strobel Scholarship Fund – Awarded to an incoming freshman, who was an EBK semifinalist not chosen for the finalist level of competition. Recipients shall be positive and have an enthusiastic outlook on life as demonstrated by leadership qualities and concern for others. Preference given to students from small towns with a high school graduating class of fewer than 250 students. NOTE TO BECKY PRESSLEY-do we modify to substitute Presidential for EBK?

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

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

John Clarence Taylor III Scholarship Fund – Awarded to students who show promise of future usefulness to society with characteristics expressive of honesty and intelligence. Recipients will also have demonstrated a commitment to their religious convictions as confirmed in an evangelical Protestant setting and demonstrate financial need. 2009-10 recipient: James McLeod

Richard G. and Lucy D. Taylor Scholarship – Established in memory of his father and in honor of his mother by Dr. and Mrs. Richard G. Taylor, Jr., this scholarship assists new students of good moral character who demonstrate exceptional leadership qualities which will benefit society in a positive, progressive fashion. The scholarship is renewable provided the qualifications are maintained. 2009-10 recipient: Michael Johnson

Teacher Education Scholarships – The Department of Education has established a fund in the permanent endowment to provide two Teacher Education Scholarships. The areas considered for scholarships are: early childhood, elementary, and secondary education. These awards are based on potential usefulness to the teaching profession, need, and scholarship. 2009-10 recipients: Tiffany Driscoll, Meghan Wakeling

Katherine E. Thompson Scholarship – Bequeathed by the late Katherine E. Thompson of Columbia, S.C., to aid the education of a young lady or a young man, preferably an orphan. 2007-08 recipient: Nikki K Lee

James William Thomson Bible Scholarship – Established by Mrs. Mary Thomson Spencer, Mrs. Emma Thomson McLean, James William Thomson, and the late Wardlaw Perrin Thomson in memory of their father. The income of the fund will be used to provide a scholarship to a student at or above the sophomore level who is majoring in one of the programs offered by the Bible Department. 2009-10 recipients: Kaela Brown, Scott Cook, Zachary Keuthan, Christina Land, Daniel Stephens

S. A. Tinkler Scholarship Fund – Criteria for selection includes religious, educational, and social achievements and activities as well as demonstrated need. 2009-10 recipients: Joshua Miller, Caley Kropp

Troy ARP Church Memorial Scholarship – Established by Mississippi Valley Presbytery, the income from which is to be used to provide scholarships for students of high moral character who show the qualities of enthusiasm and maintain normal or better academic progress toward a recognized degree. Preference given first to ARP students from West Tennessee area; second, ARP students from the Mississippi Valley Presbytery; third, other ARP students. Renewable for up to four years. 2009-10 recipient: Charles Hardy

Joseph McKeehan Tull Scholarship – Established by a gift from the Tull Foundation to provide scholarships to needy students. 2007-08 recipient: Nikki K Lee

C. B. Ware Family of Due West Scholarship Fund – Established in memory and in honor of Mr. and Mrs. Charles B. Ware. 2007-08 recipient: Robert Eugene Benninger

Mr. and Mrs. Lawrence S. Weir Scholarship – Established by the college from a gift from Lawrence S. "Eel" and Margaret Stuart Weir of Great Falls, S.C., and named to honor their long support of service to Erskine College. Income from the fund will

provide scholarships to students at Erskine College and Erskine Theological Seminary, based on social, religious, and academic achievements and activities.

Jean M. White, Ann W. Leith and John H. Leith Scholarship to Promote Excellence in the Study of Western Culture – The initial contribution to establish this fund came from the estate of 1946 graduate Jean M. White, sister of Ann Leith, a 1941 graduate. The fund also honors John H. Leith, a 1940 graduate. 2009-10 recipient: Megan Busch

Joseph Wightman Scholarship – Established by Mrs. Joseph Wightman of Greenville, S.C., in memory of Joseph Wightman, who served Erskine College as professor, dean, and ninth president of the college during a distinguished career in the field of education both in England and the United States. In requesting Mrs. Wightman to serve as the principal spokesman for the many donors contributing to the Joseph Wightman Scholarship Program, Erskine College recognizes her invaluable role as devoted wife, special friend, excellent teacher in her own right, and a much loved First Lady of Erskine College. Students receiving the Joseph Wightman Scholarship will be selected on the following four criteria: academic achievement, financial need, potential for future usefulness to society, and positive campus leadership skills. Preference shall be given to students majoring in history. The scholarship will be renewed for students making satisfactory progress toward a degree and continuing the high standards originally associated with the awarding of the scholarship. 2009-10 recipient: Tiffany Driscoll

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

W. Lindsay Wilson Scholarship – Established by Mr. Wilson's daughter, Dr. Maryland Wilson Shytle of Greenville, S.C. Income from this fund will provide scholarships for junior or senior history majors with special interest in the history of the piedmont section of South Carolina, South Carolina history, or southern United States history in general. 2009-10 recipient: Rodney Burdette

Steven A. Winburn Memorial Scholarship – Established by Mr. and Mrs. A. K. Winburn of Hartsville, SC, in memory of their son, a graduate of Erskine College. Steven A. Winburn Scholarships are based upon social, religious and academic achievements and activities as well as character references and are renewable provided recipients maintain the high standards of the award. 2009-10 recipients: Kristin Gainey, Jodi Hickman

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

The Ambrose M. and Ida E. Wylie Athletic Scholarship Fund – Awarded to athletes based on criteria set by the Athletic Department. 2008-09 recipient: Keith Boulware

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

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

Freshman Tuition Scholarships for 2010-11

Presidential Full Scholarship: Sarah DeVos, Sarah Pisano

Wylie Scholarship: Tiffany Mills, Riley Polk, Rachel Whitmire

Chester Telephone Company Scholarship:

Luke and Amelia Solomon: Katherine Busbee, Laura Jobe

Annual Scholarships 2009-10

Bailey Foundation Scholarship: Joshua Miller

Bank of America Scholarship: Stephanie Turner, Chanel Baldwin

BB&T: Alexis Nicholson

LA & LK Brown Scholarship: Amber Boiter, Holly Moore, Daneen Stemmerich

Duke Power: Jodi Hickman, Octavia Johnson

William H. Dunlap Scholarship: Jared Barkley, Teresa Dove, Woodie Evans, Cera Falls, Adam Groblewski, Thomas

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Leaptrott, Shantavia Morgan, Alexis Nicholson, Bryce Pruitt, Angela Rice, Emily Roberts, Cassandra Schmitt, Alexandria Shea, Joshua Wankowski, Evan Westmoreland

Charles W. Pearson Scholarship: Teresa Dove, Kerry Fincher, Kristy Fincher, David Patterson

SCANA/SCE&G Scholarship: Brenda McCants

Scurry: Tiffany Driscoll, Matthew Herring, Mandria Hill, Brandi Norris, Justin Zimmerman

Sonoco Products Scholarship: Michael Branyon

A.S. Sullivan: Chinaka Springer

UPS Scholarship: Kensey McCroskey

Wachovia Scholarship: Shaniqua Holmes

Lettie Pate Whitehead: Margaret Arky, Chanel Baldwin, Amber Boiter, Mindy Boyter, Amanda Brandon, Jasmine Brown, Grace Cannon, Christina Cothran, Katelyn Craig, Victoria Custalow, Kimberly Doyle, Kerry Fincher, Kristy Fincher, Kayla Garrett, Ashley Garrison, Kelly Griffin, Alexandra Harris, Jean Harris, Melanie Henderson, Chyanne Kingsland, Kaitlyn Lollis, Katherine Malmquist, Stephanie McCallister, Kensey McCroskey, Shandayah McKenzie, Sovonya McKenzie, Shannon Millar, Holly Moore, Shantavia Morgan, Kimberly Pruitt, Cassandra Schmitt, Brandi Shaw, Victoria Sipe, Amber Smith, Brandilyn Stairs, Daneen Stemmerich, Andrea Tate, Ashton Thompson, Sarah Thullbery, Ashley Trotter, Meghan Wakening, Octavia Williams, Teresa Wright, Vanessa Young



General

The Student Services Office is composed of the Vice President for Student Services, Dean of Students, Director of Campus Life, Director of Career Services, Administrative Assistant, Residence Hall Directors, Student Life Assistants, the College Physician, Nurse and Counselor.

Mission

To encourage a Christ-centered community by offering programs and services focused on the holistic development of students and designed to fully support the mission and purpose of Erskine College.

Philosophy

We believe that students ...

- benefit most from programs presented from a Christian perspective designed to help them develop holistically.
- learn better, inside and outside the classroom, if challenged and supported in every aspect of their development.
- are better prepared for responsible citizenship as a result of living in a vibrant, secure residential learning community.
- should be provided with opportunities to develop strong leadership, communication and interpersonal skills.
- should be provided with opportunities to strengthen their understanding and appreciation of Christian values.
- should be urged to be active participants in the educational process, both inside and outside the classroom.
- benefit most when Student Services professionals work in partnership with other functional areas of the institution.
- should be provided with guidance and support by competent professionals who model Christlike behavior.
- should be treated as individuals and encouraged to treat others in the same manner.
- should be strongly encouraged to get involved in community service projects.
- should have an appreciation for the importance of setting and striving toward goals.
- should be challenged to explore global topics from a Christian perspective.
- should be held to a standard designed to strengthen character development.
- should be encouraged to explore a variety of vocations.

Student Right of Self-Government

The college has granted to the students the right of self-government. While having this right, the Student Government Association also has the responsibility to reflect the mission statement in its choices and decisions and to act in concert with the President, faculty and Board of Trustees. Student representatives attend meetings of the faculty and the Board of Trustees and serve on most all of the college committees.

Commuting, off campus and boarding students are represented on the Student Senate, which legislates the regulations through which students practice self-government. The SGA regulations are printed each year in the student handbook called "The Pilot. The institution reserves the right to assign discipline cases through the Office of Student Services.

Residence Life

Erskine College is a residential campus. In order to provide the experiences and opportunities for growth to meet the mission and goals of Erskine College, it is important that the Erskine student live, study, exercise, worship, and socialize in the atmosphere expressly created for that purpose. To promote this end, all Erskine students are expected to reside in the residence halls and eat in the dining hall during

normal academic terms. All students will automatically be charged a room and board fee by the Business Office unless a statement is received from the Office of Student Services indicating a change in this situation.

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

- Is legally married.
- Is legally responsible for someone else (as a caregiver, parent, guardian, etc.) and has documentation demonstrating this responsibility
- Resides with an approved blood relative within a 50-mile radius of the campus **and must**
 - notify the Office of Student Services that he/she wishes to commute (a Commuter Certificate will be sent to the legal guardian)
 - submit a Commuter Certificate, which must be on file in the Office of Student Services prior to the beginning of the semester the student becomes a commuter.
- Is at least 22 years of age **and must**
 - have at least a 2.5 GPA and not be on academic probation/suspension
 - have no significant judicial history, verified by Dean of Students
 - have the approval of the Athletic Department if the student is an athlete
- Has a documented medical exemption, with the appeal meeting the following criteria:
 - the medical need must be compelling, such as post-hospitalization with ongoing care
 - requirements for special medical equipment which cannot be met in campus housing
 - the need for special care attendants to help the student

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

Food Services

The dining room is operated on a 21-, 15- or 10-meals per week basis. The Student Senate Committee on Food Services works closely with ARAMARK, which manages the college dining facilities, Java City and Snapper's. The college subscribes to the philosophy that a wide variety of quality foods be served at each meal.

Career Services

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

Vocational preference testing, career development, counseling, resources designed to enhance self-awareness, opportunities for service and work experience (including internships and externships) are offered.

Erskine College students and alumni are assisted in preparing resumes and business correspondence, developing job-search strategies and interview techniques, and identifying potential employers or graduate programs. Notification of job opportunities, an online resume exchange, and coordination of interviews with employers and professional schools are offered.

Statement on Services for Students with Disabilities

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

Intramural Programs

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

Public Safety

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

Convocation/Chapel

Convocation/Chapel is held each Tuesday and Thursday, bringing outstanding speakers to the Erskine campus and providing an opportunity for the entire academic community to come together. Special lecture series, such as the Staley Distinguished Christian Scholar and Younts Lecture Series bring renowned men and women to the campus for convocation programs. Speakers often meet for group discussions with interested students. Speakers and musicians, along with special worship services, are part of the Chapel programs. Students are required to attend 17 programs per semester.

Cultural and Spiritual Growth

Erskine College provides cultural opportunities through plays, operas, concerts and lectures throughout the year in carefully planned convocations and a fine arts series. The members of the Music Department and Theater Department also give plays and recitals during the year.

Erskine students have opportunities to learn and model Christian behavior through service, relationships and ministry. Support is provided for all students in their individual walk with the Lord. A full-time chaplain is available for personal and spiritual counseling.

College Regulations

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

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

The college reserves the right to conduct an inspection of any residence hall room or automobile when it has good reason to believe that college regulations are being violated. The college also must reserve the right to request at any time the withdrawal of a student who cannot make the required progress toward graduation or whose conduct is detrimental to his or her health or whose conduct is not satisfactory to college officials. A student may be suspended or expelled from the institution because of unsatisfactory conduct in the absence of any specific charge.

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

A complete listing of the rules and regulations of the Student Government Association and the institution can be found in the student handbook, *The Pilot*, which is available on the Web site under "Current Students."

Student and Campus Organizations

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

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

The Judicial Council is the student judiciary system of the Student Government Association. The Council is responsible for interpreting and maintaining the SGA constitution and the Honor Code. Council members are elected annually by their peers.

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

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

Student Life Council, comprised of all Student Life Assistants, Resident Directors, Student Deans, SGA President and Vice President, Judicial Vice Chair, Chaplain and Director of Campus Life, meets every other week to address the concerns and needs of the campus and improve the campus experience.

Other student organizations include the following:

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

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

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

Association of Multicultural Students provides an outlet for the expression of minority students' sentiments and suggested improvements of the Erskine College community. The organization is affiliated with the National Association of Black Students and Black Students at Christian Colleges. The group sponsors Black History Month activities.

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

Cheerleaders, Erskine's official cheerleading squad, holds tryouts each fall. The Cheerleaders cheer at basketball games and other campus events.

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

Dead Philosophers Society fosters an environment of academic discussion of philosophic topics which are of contemporary significance on the Erskine campus for all interested students.

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

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

Erskine Chamber Singers, Choraleers, and Sinfonia offer concerts, recitals, and musicals under the auspices of the Erskine Music Department. The Choraleers make an annual tour. The group visited Europe in 2003, and placed third in the National Collegiate Choral Competition in 1992. Sinfonia, an instrumental ensemble, performs at commencement and sports events and often accompanies choral groups. Musicians specializing in jazz may participate in "Pizzazz," a smaller group within Sinfonia.

The Erskine Equestrian Club was formed in 1990. The club's purpose is to train, practice for and compete in intercollegiate horse shows as well as to learn horse care and improve riding skills. A physical activities course in equestrian skills is also available.

Erskine Players consists of students with an interest in dramatics. Membership is open to all students who are interested in any phase of the theatre. Under capable direction, this group has

produced such outstanding plays as "As You Like It," "A Doll's House," "She Stoops To Conquer," "The Man Who Came to Dinner," and "An American Clock."

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

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

Fishing Club encourages camaraderie, sportsmanship, integrity, conservation, and development of the skills and knowledge needed to be successful anglers by competing with other schools in fishing tournaments, as well as promoting the sport of fishing and preservation of our lakes and streams.

Fleet Fanatics, one of Erskine's newest student organizations, was established in 2008. The purpose of the Fleet Fanatics is to inspire, support and motivate all athletes. The Fleet Fanatics plan to increase awareness of and attendance at all sporting events and as a result, improve the spirit of Erskine College.

Fly Girls (Erskine's official dance team) provides entertainment at various college and community events, fosters school spirit, and allows for the appreciation of dance shared by each member.

Gospel Choir exists to spread the message of Jesus Christ through music. The choir's purpose is to lead their audience in sincere praise and worship, and to bring a message of faith, hope and encouragement.

Habitat for Humanity established an Erskine College Chapter in 1988 through cooperation with the Anderson County, S.C., Habitat. The group provides volunteers and raises funds to help this international non-profit Christian housing ministry to assist people in improving their housing conditions and owning their own homes.

Iota Tau Alpha (Athletic Training Honor Society) exists to promote athletic training on the Erskine College campus, provide an arena for the expression of thoughts and ideas pertaining to sports medicine, and provide a means and opportunity for students to participate in conferences and workshops at state, district, and national level.

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

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

Onward and Upward is Erskine's outdoor recreation organization. This group sponsors such activities as rock climbing, hiking, white-water rafting and camping.

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

Phi Alpha Theta is an international honor society in history. To qualify for membership, students must rank in the top one-third of their class, have a 3.1 grade-point ratio in history courses, and

have completed at least 12 hours in history. Phi Alpha Theta honors meritorious scholarly works by its members with a number of prizes and awards. Members are also given the opportunity to present papers at regional meetings. The Psi Xi Chapter of Phi Alpha Theta was installed in 1978.

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

SIFE (Students in Free Enterprise) provides teaching and assistance to the local and global community to promote understanding of market economics as well as increase success skills, entrepreneurial spirit, financial literacy and ethics.

Sigma Tau Delta is a national honor society in English recognizing excellence in scholarship and creative writing and outstanding achievements of local chapters with prizes and awards presented at its annual national convention. To qualify for membership, a student must be an English major or minor, rank in the top 35 percent of his or her class, have a minimum 3.0 GPR in English courses, and have completed at least six hours of English courses above the freshman level. The Xi Phi Chapter was installed at Erskine College in 1987.

Society of Physics Students is open to students interested in physics, and is a chapter of the National Society for Physics Students. Sigma Pi Sigma membership is a special recognition given to outstanding physics students who are members of the Society of Physics Students. Erskine's chapter of this national physics honor society was established in 1990. It works within that society to advance scholarship in the field of physics.

Society of Visual Arts (SOVA) The mission of SOVA will be to provide an avenue for artistic development and discovery, and to promote the visual arts on the Erskine College campus.

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

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

Young Conservatives is a Christian organization dedicated to fostering the breadth of conservative values in our school, community, state and country.

Student Communications

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

The Mirror. The campus newspaper is published by the students. Students automatically subscribe to the newspaper through the Student Activities Fee.

The Pilot. This student handbook is published annually by the Student Government Association. The main service of the handbook is to introduce student government and student activities to new students. It also serves as a reference handbook for students throughout the year.

Student Awards

H.M. Young Ring. The family of the late Mr. H. M. Young, graduate of Erskine College, has provided a prize fund in memory of their honored father. The Young Ring is the highest of honors available to members of the senior class, and is made on the basis of scholarship, Christian character, and promise of future usefulness to society. 2009 recipient: Craig Goodwin

Algernon Sydney Sullivan Award. The New York Southern Society presents annually a medallion

with printed certificate to a young man of the senior class who has manifested such qualities of heart, mind, and conduct that show a spirit of love for and helpfulness to others. 2009 recipient: Jason Bethea

Mary Mildred Sullivan Award. The New York Southern Society presents a medallion with printed certificate to a young woman of the senior class who has manifested such qualities of heart, mind, and conduct as evince love for and helpfulness to others. 2009 recipient: Megan Ferguson

American Legion Medals. A medal is given to a man and woman in the senior class who have shown unusual and outstanding qualities of leadership and citizenship. 2009 recipients: Ashley Rhett, Ryan Voskuil

Distinguished Service Award. This award, sponsored by the Office of Student Services, recognizes a student whose character and strong qualities of leadership have enabled the Erskine community to experience growth and development in all areas of campus life. 2009 recipient: Josh Grimm

AAUW Awards. Presented by the Due West Branch of the American Association of University Women to freshmen excelling in various academic fields.

Athenian Woman of the Year. This award annually recognizes a woman for service, leadership and interest in the Erskine family and community.

Dr. Janet Alexander Scholarship. The Student Christian Association established a fund to honor the late Dr. Janet Alexander, who was a medical missionary to Pakistan and a physician at Erskine College.

Beta Beta Beta Award for Achievement in Freshman Biology. This award recognizes achievement in freshman biology by an individual showing future promise to society through meaningful work in the biological sciences. The recipient is presented a certificate and will have associate membership dues paid by and for the Sigma Gamma Chapter of Beta Beta Beta upon election to the society.

M. Burton Brown Psychology Award. At his retirement in 1976, the late Dr. M. Burton Brown, chairman of the Psychology Department, established a fund, the annual income of which is to be used to provide a monetary award to a senior psychology major who, in the opinion of the faculty of that department, is the most outstanding in academic achievement and makes a contribution to campus life.

The Business Administration Content Knowledge Award. This award is an engraved medallion and certificate given to the graduating senior who scores the highest on the core business content knowledge exam.

Delta Kappa Gamma Society Grant-in-Aid Award. Delta Kappa Gamma presents a grant-in-aid award to an outstanding woman graduate who has chosen to enter the field of education. The recipient is chosen on the basis of her academic standing, contributions to her school and community, and her dedication to education.

Paula Moore Dillingham Award is a cash award given to a graduating senior, selected by an independent committee, "who shows promise of a faithful Christian life of servanthood, exemplifies Paula Moore Dillingham's life of love, joy, and loyalty, and represents the purpose of Erskine College—'knowledge joined with morals.'" An active member of the Erskine College Class of 1988, Dillingham, a heart transplant recipient who died in 1998, was a vigorous advocate of organ and tissue donation.

W.L. Ellison Biology Award. This award is presented annually to an outstanding senior student in biology. Sponsored by the Beta Beta Beta Biological Society, it memorializes the late Dr. William Lee Ellison, professor of biology at Erskine.

Erskine Drama Awards. Given annually to outstanding performers and technical support persons associated with Erskine College plays.

Travis Foster Renaissance Person of the Year Award. Given in memory of the late Mr. Foster, former Erskine maintenance superintendent, this award is designed to honor the person who has contributed the most to the cultural arts at Erskine, and is sponsored by Alpha Psi Omega Dramatics Fraternity.

The Galloway Award. This award is presented to the senior who scores the highest on the business capstone exam.

Edgar Long English Award. The Edgar Long English Award is offered by friends and family in honor of the late Edgar Long, distinguished English teacher. The award is offered to an English major, either a junior or senior, on the basis of the excellence of work done and the promise of future growth. The English department decides who shall receive the award.

The Paul P. McCain Library Awards. Believing that the library should be the very center of the academic and cultural life of the institution, the late Dr. J. R. Young, a distinguished graduate of Erskine College, established a fund in memory of Dr. Paul P. McCain, another worthy son of the college. The purpose of the fund is to afford annual awards to students in the freshman-sophomore division and the junior-senior division, who demonstrate the most profitable use of the library during the college year.

Mary McDill Family Life Institute Award. This award is given to a student majoring in behavioral science who has shown satisfactory academic performance, contributed to campus life, and demonstrated professional potential.

McGee History Award. The family of the late W. Frank McGee, Anderson, S.C., businessman and loyal supporter of Erskine, has established an award in his memory. This award is presented annually to the student judged to be the most outstanding in the field of history by the faculty of that department.

Isabel Boyd Phillips Award. A charm is given by Dr. and Mrs. D.G. Phillips Jr. of Columbia, S.C., in memory of his mother, to a student for achievement in music.

Dessie Dean Pitts Award. Established in 1976 by the late Mrs. Dessie Dean Pitts, former Erskine College English professor. The annual income from this fund provides a case award designed to encourage a student who, by proficiency in reading comprehension, forensics, and the study of literature, has demonstrated ability, ambition, and incentive for success in whatever career he or she may follow.

Bernard L. Poole Government Award. Given annually by the Abbeville Rotary Club to a student showing excellence in the study of American Government. The award honors the late Dr. B. L. Poole, who was head of the Erskine Department of History and Government from 1956 until his death in 1971.

E.L. Reid Awards in Chemistry. These awards were established by the late Dr. Charles R. Walters, in honor of the late Dr. E. L. Reid, a distinguished science teacher. Two awards are given: one to the freshman student making the highest grade in beginning chemistry during the year, and the other to the student making the highest grades in organic chemistry.

The Everett Askins Sloan Award. The Everett Askins Sloan Award. Upon his retirement in the spring of 1967 the late Dr. Everett A. Sloan, Professor of Chemistry and Physics, was honored by his former students and friends who established a fund in the permanent endowment of the college. The fund provides a cash award annually to the outstanding student in physical chemistry.

Students in Free Enterprise Leadership Awards (SIFE). This is a cash award and certificate given to the student who has demonstrated the most outstanding leadership in the development and sustainability

of the SIFE program along with leadership in the development and implementation of service projects. The recipient is selected by the SIFE Advisory Board and must be a member of the SIFE competition team.

The John C. (Jake) Todd Athletic Award, honoring a man who served as director of athletics and coach at Erskine from the early 1920s until 1941, is presented annually to an outstanding Erskine College athlete based on sportsmanship, leadership, athletic ability, character, and academic standing. Members of Mr. Todd's family have established a fund to provide a cash award and a certificate for the recipient, whose name is engraved on a permanent trophy held by the athletic department.

The Wall Street Journal Business Award. The Wall Street Journal Student Achievement Award in Business consists of an engraved medal, an engraved brass plate for a wall plaque and a one year subscription to the Wall Street Journal. Presented by the Business and Economics Department for the Wall Street Journal, this is awarded to a graduating business major on the basis of excellence in academic performance in the department and in the college as a whole.

Athletic Programs

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

Erskine competes on the intercollegiate level as a member of the National Collegiate Athletic Association (NCAA) Division II and as a member of Conference Carolinas. The College fields 14 intercollegiate teams: men's and women's basketball, cross country, golf, soccer and tennis; men's baseball; and women's lacrosse, softball and volleyball.

Mission of the Athletic Program

The Erskine College Department of Athletics is dedicated to the ideals of Erskine College and is a part of the College's overall mission to prepare persons for responsible living, service, and ministry in both Church and society. Through a commitment to the growth and development of our student athletes, our coaches and staff strive to bring credit to the College as a whole.

The mission of the Department is to provide educational and athletic opportunities to young men and women and to sponsor an athletic program that garners positive public relations for Erskine College. The Department exists to enhance the diversity and quality of student life, to aid in the character development of our student athletes, and to encourage habits that will lead to lifelong well-being. Additionally, the Department seeks to unite alumni, faculty, administration, and students in a common and shared experience.



The mission of Erskine's academics is to ensure that our liberal arts program embodies a vibrant community of scholar teachers and students who are successful, active, and committed to the life of the mind, integration of faith and learning, and service that contributes to local, regional and international communities.

The Curriculum

Through its curriculum, Erskine offers a broadly based education combining work in diverse disciplines, proficiency in basic skills, fields of major concentration and elective courses.

Educational Goals

I. Intellectual Growth

- A. Learning in diverse contexts
 - Traditional learning: lectures, reading, discussing, debating, writing.
 - Experiential learning: service projects, externships, study abroad, independent studies.
- B. Developing critical and analytical thinking skills outlined below (IIA).
- C. Promoting intellectual curiosity and a motivation to learn.
- D. Experiencing the diverse ways in which knowledge is acquired and used, as well as the connections that exist among various types of knowledge.
- E. Appreciating human diversity in time and space.
- F. Recognizing one's personal role in nature and society.
- G. Considering the ethical issues that exist in various facets of human endeavor.

II. Personal Development

- A. Development of a lifelong desire to learn and the ability to adapt to a changing world.
- B. Development of a personal philosophy and value system, including an appreciation for the Christian tradition and world view.
- C. Development of independent, confident thought and action.
- D. Development of a work and service ethic.
- E. Development of a commitment to mental, spiritual, and physical wellness.

III. Professional & Vocational Preparation

- A. Cognitive Skills
 - Objective observation and appraisal of events and situations.
 - Logical reasoning, rational inference, and analysis.
 - Synthetic, creative, and applied thought (problem-solving).
 - Intellectual adaptability.
- B. Communication Skills
 - Written.
 - Oral.
 - Electronic (see C. below).
 - Interpersonal Skills.
- C. Technological Skills
 - General: Business, scientific, and productivity software; electronic communication and information technology; information retrieval, dissemination, and presentation.
 - Specific: Experience with laboratory apparatus, archival resources, managerial processes, computational methods.
- D. Personal Skills and Qualities

- Ethical conduct.
- Work ethic, including the notion of service.
- Leadership and teamwork, including an appreciation for diversity.
- Independence, confidence, and effective decision-making.

4-1-4 Academic Calendar

Erskine's 4-1-4 academic calendar, including traditional fall and spring semesters with a Winter Term, combines traditional and innovative approaches to learning. During each semester (September-December and February-May), the student usually enrolls in four courses.

The Winter Term is a four-week period of concentrated study in one area. For administrative purposes, the Winter Term is considered part of the fall semester. This approach offers time to focus on a unique subject in either an on-campus or off-campus setting. The student is given opportunities to study one subject in depth, to explore an entirely new field, to experience a foreign culture, or to develop creativity in ways not possible in the conventional semester system. Courses generally fall into one of these categories: off-campus travel course; on-campus course; independent study; course on another campus; and pre-professional externship off campus. A maximum of five semester hours may be taken during Winter Term.

Courses given during the Winter Term are announced each year in a specially prepared Winter Term bulletin. Fees for the Winter Term are explained in the section on finances in this catalog. Enrollment in a Winter Term course is mandatory during the freshman year. Further details, including descriptions of the courses, are given in the Winter Term bulletin.

Degrees Offered

The College offers the Bachelor of Arts and the Bachelor of Science degrees.

Erskine College has offered both degrees since the 1930s. The Bachelor of Arts degree is offered for programs in the liberal arts and sciences. The Bachelor of Science degree is offered in certain applied studies or career-oriented programs and in specific programs in the natural sciences to prepare students for graduate schools.

The major differences in educational requirements between the two types of degrees are that the Bachelor of Science degree has fewer courses in general education, primarily in the foreign language area, and more courses in the major.

A candidate for the Bachelor of Arts degree can choose a major discipline from American Studies, Bible and Religion, Biology, Chemistry, English, French, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Social Studies, Spanish and Visual Art. A candidate for the Bachelor of Science degree can choose a major discipline from Athletic Training, Biology, Business Administration, Chemistry, Early Childhood Education, Elementary Education, Physical Education, Special Education, and Sports Management. Erskine also cooperates in dual degree programs in engineering fields with Clemson University and the University of Tennessee at Knoxville, and in allied health fields with the Medical University of South Carolina.

Those earning degrees must fulfill the following requirements:

1. Basic curriculum as listed on page 69;
2. Major course requirements as noted by each department;
3. Completion of 124 semester hours of credit measured at 2.0 grade point ratio (GPR);
4. Completion of at least three Winter Term courses;
5. Work of senior year (the last 30 hours) taken on the Erskine campus with a GPR of 2.0 during that year;
6. A 2.0 GPR in major and minor courses taken at Erskine.

The senior year must be spent in residence at Erskine College. Attendance at graduation is required; any absence must be approved by the Academic Office at least two weeks prior to the day of graduation, and an absence from graduation fee is charged.

Transfer students are required to take at least one-half of their credit hours in the major and minor at Erskine.

Student Responsibility for Graduation Requirements

While direction and advice will be given by the faculty advisers, each student will be held responsible for completing the requirements for graduation. Only those students whose financial obligations to the college have been paid in full will be permitted to participate in graduation exercises.

Academic Honors

Latin citations are given graduates who have compiled outstanding academic records as measured by the grade point ratio. Summa cum laude is awarded to candidates for the baccalaureate degree who have been at Erskine College for at least two years and who have a GPR of 3.85 or higher. Magna cum laude is for those who have a GPR of 3.70 on their academic records for a similar period of time; cum laude is for those with a GPR of 3.60.

Garnet Circle, an academic honor society, is composed of the 25 students currently enrolled who attained the highest scholarship record during the previous year.

The Dean's List, published each fall and spring semester, recognizes those full-time students who earn a GPR of at least 3.70.

Departmental Honors

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

Pre-Professional Programs

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

Cooperative Programs

Foreign Study. Erskine offers opportunities for foreign study with the University of St. Andrews at St. Andrews in Scotland; with the OSAP program at Oxford University in England; with the Institute of American Studies in Avignon and in Aix-en-Provence, France; with Tandem Escuela Internacional in Madrid, Spain; with the Universidad de Alicante in Alicante, Spain; and with the Universidad

Veracruzana in Jalapa, Mexico. A student may choose to take either fall or spring semester or a full year. A student's enrollment in one of these approved study abroad programs is considered enrollment at the home institution for the purpose of applying for Title IV assistance.

A faculty committee monitors this program, receives and screens applications, interviews candidates, and makes recommendations to the dean of the college as to whom should be selected each year. As a minimum, candidates should have a cumulative GPR of 3.0 and a composite SAT score of 1100. Interested students must submit their requests for candidacy to the Study Abroad Committee by March 1 of the year preceding the year of intended study. If approved, students must then apply to the overseas institution for admission. The final admissions decision is made by officials on each of the respective foreign campuses.

St. Andrews is a comprehensive university and should be able to accommodate a student in almost any field. The Aix-en-Provence and Avignon programs cater to students from around the world who are studying French language, civilization, and literature. Courses in Avignon are offered solely in French, while those in Aix are offered in French and in English. Students live and take meals with French families. At the Tandem Escuela Internacional in Madrid, at the Universidad de Alicante in Alicante, and at the Universidad Veracruzana in Xalapa, a variety of language, civilization, and literature courses taught in Spanish are available. Students live and take meals in Spanish homes.

Foreign study opportunities in the Winter Term have taken students to Africa, China, Europe, the Galapagos Islands, Russia, the United Kingdom, the West Indies, and Central and South America.

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

Dual Degree Program in Health-Related Professions. The Dual Degree Program allows a student to earn dual degrees (Bachelor of Arts from Erskine and Bachelor of Science or Master of Science from Medical University of South Carolina) in certain health-related disciplines. To qualify for admission to the Dual Degree program, a student must

- (a) Complete 90 semester hours at Erskine, including Erskine's General Education requirements and the prerequisite courses required for admission to the MUSC College of Health Professions.
- (b) Turn in an "intent-to-graduate" form at the beginning of the last semester at Erskine.
- (c) Be admitted to one of the approved programs at MUSC.

Erskine will grant the Bachelor of Arts degree to a student who has earned a Bachelor of Science degree from MUSC's College of Health Professions in Health Sciences or Cardiovascular Perfusion.

Erskine will grant the Bachelor of Arts degree to a student who has earned a Master of Science degree from MUSC's College of Health Professions in Communication Sciences and Disorders, Cytotechnology, Occupational Therapy, Physical Therapy, or Physician Assistant. A Dual Degree candidate may petition to receive the B.A. degree from Erskine after successful completion of the first year of these Master-level programs by submitting an official transcript from MUSC documenting completion of a minimum of 30 semester hours.

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

Nursing. Erskine students wishing to receive a degree in nursing are able to complete all of the prerequisite courses during two or three years of study at Erskine, after which they may transfer to any

accredited school of nursing to complete their degree. Students are urged to make early contact with their academic adviser and the dean of the appropriate nursing school to ascertain that admissions requirements will be met.

Engineering. Erskine College has a dual degree agreement with Clemson University and with the University of Tennessee at Knoxville whereby students may earn the bachelor's degree from Erskine College and the B.S. in a number of engineering fields from either Clemson University or the University of Tennessee at Knoxville. Under the agreement, students attend Erskine for three years, and the cooperating institution for approximately 2 1/2 years. After completing the academic requirements of the cooperating institution, the student shall be awarded a bachelor's degree from each institution.

Dual degree candidates are eligible to major in the following:

At Clemson University: Agricultural Engineering, Ceramic Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering, and Engineering Analysis.

At University of Tennessee: Nuclear Engineering.

To be eligible for approval as a dual degree student at either institution, an Erskine student must have completed three-fourths of the credit required for a degree from Erskine, have a recommendation from a designated Erskine official, and maintain a college grade-point average of 3.0, and achieve test results which would indicate satisfactory completion of the degree requirements at Clemson.

Pre-Professional Externships

Pre-professional externships at Erskine College are offered in several areas, including athletic training, health-related fields (medicine, dentistry, medical technology, pharmacy, etc.), business, engineering, journalism, law and government, library science, ministry, social services, and veterinary medicine. Externships are normally offered during Winter Term but proposals for equivalent summer Externships will be considered on an individual basis. Each externship requires an on-campus faculty sponsor and an off-campus professional sponsor. Students are required to complete the appropriate form and submit it to the Academic Office by the announced date each year in order to qualify.

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

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

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

Business – Department of Business Administration.

Education – Department of Education.

Engineering – Department of Chemistry and Physics.

Health-Related Professions – Departments of Biology; Chemistry and Physics; Health and Human Performance.

Journalism – Department of English.

Law & Government – Department of History and Political Science.

Library Science – Librarian.

Ministry – Department of Bible, Religion and Philosophy.

Social Service – Department of Psychology and Sociology.

Veterinary Medicine – Department of Biology.

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

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

Academic Counseling

An important part of the philosophy of Erskine College is that each student should have personal advice and counseling. Such advice is especially important at the beginning of and throughout the freshman year. The college therefore assigns each freshman to a faculty counselor who will assist with the design of a program of study as well as any other problems which may occur. The freshman adviser will normally be the instructor teaching the student's Erskine Seminar.

The program of freshman counseling is chaired by the vice president and dean of the college and staffed by faculty members. If academic problems should occur during the year, the faculty counselor may require the student to attend tutorial sessions or special study sessions.

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

When confronted by unusual problems, the student may consult with the registrar or dean of the College, whose offices are located in the academic office. If the problem involves personal dimensions, the student may consult with the Office of Student Services for assistance or referral. The Office of Student Services is also in charge of a program of career orientation.

Classification

Academic work is measured both by semester hours and quality points. Students must earn twice as many quality points as semester hours attempted at Erskine in order to graduate. Quality points are awarded as outlined on page 63.

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

Students are divided into classes as indicated below:

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

Study at Another Institution

Students wishing to be transient students during a summer session or the Winter Term at another college must get prior permission from the Registrar's Office. Only work completed with a grade of "C" or better is considered for transfer/transient credit.

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

Limitation of Semester Hours

The regular academic load consists of 12-15 semester hours.

Upperclassmen whose grade-point ratio is lower than 3.0 will not be allowed to carry more than the normal load of 12-15 hours. Eligible students who want to carry an overload must secure the permission of the Vice President and Dean of the College. In no circumstance will a student be permitted to take more than 18 hours.

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

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

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

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

Courses Selected or Changed

During the third month of the spring term and the fall term each student should, in consultation with the faculty advisor, select courses for the following term.

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

Courses discontinued (with permission) after the first week of the Fall or Spring Term are recorded WA (authorized withdrawal). Courses dropped after the date announced in the registration bulletin for each long term will automatically get the grade of WF (withdrew failing). The deadline is announced at each registration. Courses marked WF are counted as hours attempted in the grade point ratio while grades of WA are ignored in computing the grade point ratio.

Independent Study

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

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

Examinations and Grades

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

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

Grade Quality points per semester hour:

A, or excellent grade of work	4
B, or above average	3
C, or average	2
D, or below average	1
P, Pass, at "C" level or better	0
LP, Low Pass	0
E, or conditional failure	0
F or F*, or failure	0

CR, credit; I or I, incomplete; W, administrative withdrawal;*

WA, authorized withdrawal; WF or WF, withdrew failing; NC, audit*

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

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

An "I" in a Winter Term course must be removed within six weeks of the end of the Winter Term term. Otherwise it automatically becomes "F."

A course discontinued between Drop/Add Day and the announced date of the automatic WF is to be given the grade of WA. The date is announced in the registration bulletin for each semester.

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

Right to Appeal a Grade

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

Grade Point Ratio

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

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

Repeating Courses

A student may retake a course for the purpose of improving a grade only if a grade of "D" or "F" was earned previously. Such a request must be approved in writing by the Vice President and Dean of the College.

The last grade earned shall be used to determine credit for the course and in the computation of the student's grade point ratio, although the student's record will list the course and grade each time it is taken. This policy applies only when the student completes the course.

This policy does not apply to Erskine Seminar 101 and applies to no more than three different courses. Should a fourth course be retaken, both grades for that course will be computed in the grade point ratio. A student may not select the Pass/Low Pass/Fail option in repeating a course first taken under the standard grading scale.

No student who fails a course twice is permitted to take it a third time without permission from the Vice President and Dean of the College and the professor concerned.

Attendance Regulations

The faculty believes that class attendance is an integral and meaningful element in courses of instruction. Since the importance of the common gatherings of participants may vary from course to course, instructors are given the responsibility of regulating attendance in their classes, subject to the following limitations:

1. Attendance regulations are to be clearly announced in writing by the instructor at the beginning of each term.
2. Attendance regulations for multi-section courses are to be set by agreement at the department level.
3. Students on academic probation may have no more than one unexcused absence per course for the term. Students on academic probation are not permitted to represent the college if such representation causes class absence.
4. Attendance at quizzes announced at least a week in advance and at laboratory sessions is mandatory.

5. Excessive absences may result in suspension from the course with the grade of F. When a grade of F is given for excessive absences, the instructor must notify the Registrar in writing.
6. Student appeals concerning attendance regulations are to be made to the College Academic Regulations Committee.

Taping of Lectures

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

Supplemental Instruction (SI)

Supplemental Instruction is administered through the Academic Office. Every student has the capability of academic success given the tools to navigate the learning system. This academic support offers regularly scheduled peer-facilitated review sessions, led by tutors who have previously completed the course. Tutors are trained to cover such topics as how students learn as well as instructional strategies aimed at strengthening academic performance. Students who attend SI sessions discover appropriate application of study strategies as they review content material and have the opportunity to become actively involved in the course material.

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

Dismissal From Class

1. Students may be dismissed from class for adequate cause by Erskine professors. Students dismissed have the right to appeal the decision to the Academic Regulations Committee within 48 hours.
2. Before a student can be dismissed from a class, the professor must have given prior written warning to the student that the student is in imminent danger of dismissal. If the student is later dismissed, written notification must again be given. Copies of the notices shall be sent to the Academic Office and the Office of Student Services.
3. If dismissal from a class causes the student's course load to fall below that required to remain in the dormitory, the student may petition the Dean of Students to modify this requirement. Appeals may be made to the Presidential Appeals Committee.
4. A student who is dismissed from class in the Winter Term will be required to vacate the dormitory room within 24 hours following appeal verdicts. Faculty members dismissing a student from a class during the Winter Term term are required to notify the Dean of the College of their actions immediately by telephone or email.

Attendance at Convocations

Convocations are conducted on Tuesday and Thursday of each week. Selected evening programs are offered as optional convocation programs. Each student is required to attend 17 of the programs offered each semester. If a student attends fewer than the 17 required, he/she is charged a fine of \$15 for each overcut. Arrangements for paying fines and/or settling them in other ways are made with the Business Office.

Academic Probation and Automatic Suspension

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

A student will be placed on probation in these circumstances:

1. Fails to earn at least six hours and nine quality points, or
2. Earns less than half of the hours attempted in the preceding grading period, or
3. Cumulative grade point ratio falls in the range shown in the following table. Minimum acceptable grade point ratios (GPR) are described in the following table:

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

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

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

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

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

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

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

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

Although the Academic Office will notify the student by letter of the obligations and dangers of the

status of academic probation, each student is responsible for being aware of his/her own academic status and the pertinent regulations.

Special Regulations For Students Receiving VA Benefits

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

1. These students may not receive VA benefits if placed on academic probation for a second consecutive term.
2. These students must drop courses not later than mid-term, except in extenuating circumstances. Courses dropped after mid-term must be given the grade of "F"
3. These students must report to the Registrar if they withdraw from a course or from the institution.
4. Minimum credit hour load for a veteran to be considered a full-time student is 12 credit hours.

Requirements for Graduation

Part 1 – General Education Requirements

I. Liberal Arts Core

Semester Hours

A. Expression and Communication

1. Erskine Seminar (ES101).....3

2. Composition (EN102 or 103).....3

3. Literature.....3

One of: EN 201, 202, 205, 206, 215, 216, 302, 303, 306, 317, 318

4. Visual and Performing Arts.....3

One of: Art (AR 200), Music (MU 203), or Theater (EN 223)

B. Individual and Social Awareness

1. Personal Wellness.....3-4

a. One Physical Activity course.....1

Maximum of three (3) physical activities can be applied toward graduation requirements.

b. One course from the following:.....2-3

School & Community Health (PE 201), First Aid & CPR (PE 216), Nutrition Counseling (PE 317), Exercise and Weight Control (PE 417), Abnormal Psychology (PY 306), Psychology of Adjustment (PY 208), Marriage & the Family (SO 202), Alcohol & Drug Abuse Prevention (PY/SO 301), Human Sexuality (SO 330)

2. Contemporary Issues in Human Society.....6

One course from each of two disciplines:

Sociology (SO 101), Psychology (PY 201), Economics (BA 221 or 222), or Political Science (PO

C. Civilization and Diversity

1. Christian Perspectives BR 125 and BR 126.....6

2. Human Challenges and Solutions:

Historical and Contemporary.....6

World Civilizations: HS 101 and either HS 102 or HS 103

3. Modern Languages.....3-12

Demonstrated competency through either the 102 (for B.S. candidates) or 202 (for A.B.

candidates) sequence in FR, GE or SP. Erskine College students are allowed to replace a modern language with Latin, Koine Greek, or Classical Hebrew to fulfill the College's core curriculum language requirement. We note that, generally, these courses are offered at the Seminary and a student should consult the Seminary Catalog and course schedule as to their availability.

- D. The Natural World**
 - 1. Laboratory courses from two of the following three disciplines:.....8
Biology: BG 101, BG 110, BG 111 or BG 204; Chemistry: CH 101, CH 105; Physics: PH 106, PH 110, PH 120, PH 205
 - 2. Bachelor of Science degree requires an additional math or science course beyond the A.B. requirement.....3-4
- E. Mathematical Tools of Analysis**
 - 1. MA 107, MA 141.....3
 - 2. Bachelor of Science degree requires an additional math or science course beyond the A.B. requirement.
- F. Winter Term Courses**
 - Three required, two must be unique to Winter Term.....9-12

II. Ethical Perspectives

Many departments offer courses that focus in part or in whole on ethical questions within and beyond the discipline. Students are encouraged to consider these courses when planning their course of study.

III. Information Technology

To assure an adequate level of technological competency, a student must pass an assessment exercise in word processing, library computer resources, Internet, World Wide Web, and e-mail prior to being classified as a sophomore, and meet all technology requirements within the major prior to graduation.

Part 2: The Major Concentration

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

Part 3: Curricular Breadth

Winter Term opportunities (9-12 s.h.) and minor disciplinary concentration (see departmental requirements in catalog) or elective courses (12 s.h.), elective courses must be outside of the major area.

The Major

Candidates for the A.B. degree can choose the major discipline from: American Studies, Bible and Religion, Biology, Chemistry, English, French, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Social Studies, Spanish, Visual Art.

Candidates for the B.S. degree can choose the major discipline from: Athletic Training, Biology, Business Administration, Chemistry, Early Childhood Education, Elementary Education, Physical Education, Physics, Special Education, Sports Management.

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

Major requirements are stated in prefaces to individual departments in the catalog. In no circumstance may a department require more than 36 hours in the major discipline for an AB degree or 48 hours in the major discipline for a BS degree above the basic curriculum requirements.

The Minor

Students may choose from the following minors: Art History, Bible and Religion, Biology, Business Administration, Chemistry, Christian Education, Computer Science, English, Family Studies, French, Health, History, Information Technology, Mathematics, Music, Non-Western Studies, Philosophy, Physical Education, Physics, Political Science, Psychology, Secondary Education, Spanish, Theater, Visual Art. A GPR of 2.0 in the minor is required for graduation. Minor requirements are determined by individual departments. Minor requirements are specified in the respective sections of the catalog.

Summary of Graduation Requirements

Total Hours: 124 (A maximum of 3 hours of physical activities and a maximum of 8 hours of ensembles may be applied toward the required 124 hours.)

GPR at Erskine must be at least 2.0

At least one half of the credit hours in the major and minor must be taken at Erskine College and require a GPR of 2.0

Work of senior year (the last 30 hours) must be taken on the Erskine campus with a GPR of 2.0 during that year.

Only those students whose financial obligations to the college have been paid in full will be permitted to participate in graduation exercises.

Physical Activity

All students not excused by a physician are required to complete successfully one term of physical activity as indicated in the basic requirements. A maximum of three physical activities may be taken within the 124 semester hours required for graduation.

Use of the Library

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

English Usage: Junior-Senior Writing Assignment

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



Course of Study Outlines

Bachelor of Arts Degree

Basic Course of Study

Students should complete the basic curriculum courses as early as possible. Some majors dictate slightly different arrangements. The following program is recommended for students expecting to earn the Bachelor of Arts degree.

Freshman year	Semester Hours
History 101-102, or 103 World Civilization.....	6
Math 107, or 141, College Math, or Calculus I.....	3
ES 101, Erskine Seminar.....	3
English 102, Composition and Literature.....	3
Language 101-102 (French, German or Spanish).....	6
PhysicalActivity.....	1
Science (Biology, Chemistry, or Physics).....	4
Winter Term.....	3-4

Sophomore year	Semester Hours
Bible 125, Old Testament: Faith and Ethics.....	3
Bible 126, New Testament: Faith and Ethics.....	3
English, choice of 201, 202, 205, 206, 215, 216, 302, 303, 306, 317, or 318.....	3
Science (Biology, Chemistry, or Physics).....	4
Language 201-202 (French, German or Spanish).....	6
One from Art 200, English 223 or Music 203.....	3
Social Sciences, choice.....	6
Personal Wellness Course.....	3
Winter Term.....	3-4

Bachelor of Science Degree

Basic Course of Study

Students should complete the basic curriculum courses as early as possible. Some majors dictate slightly different arrangements. The following program is recommended for students expecting to earn the Bachelor of Science degree.

Freshman Year	Semester Hours
Bible 125, Old Testament: Faith and Ethics.....	3
Bible 126, New Testament: Faith and Ethics.....	3
Math 107, or 141, College Math, or Calculus I.....	3
ES 101, Erskine Seminar.....	3
English 102, Composition and Literature.....	3
Science (Biology, Chemistry, or Physics).....	8
History 101-102 or 103, World Civilization.....	6
PhysicalActivity.....	1
Winter Term.....	3-4

Sophomore year

Semester Hours

English, choice of 201, 202, 205, 206, 215, 216, 302, 303, 306, 317, or 318.....	3
Science or Math.....	3-4
Language 101-102 (French, German, Spanish).....	6
Social Science, choice.....	6
One from Art 200, English 223 or Music 203.....	3
Elective.....	3
Personal Wellness Course.....	3
Winter Term.....	3-4

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

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

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

Pre-medical students are advised to take a pre-professional externship during one of their Winter Terms.

As a general guideline, practically every medical or dental school requires a candidate for admission to have the following:

Mathematics	two terms
Biology	two terms
Physics	two terms
Chemistry*	four terms

**including general and organic*

Beyond these minimal credits, different schools require various courses in the sciences and humanities. Medical technology requirements are shown on page 61.

Numbering System

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

The college reserves the right to withdraw a course not elected by a sufficient number of students.

General

010. Computer Competency (CC) (0 s.h.)

Demonstration of the ability to use computer software to produce a written document, use e-mail, and access the internet. Completion of this graduation requirement will be recorded on transcripts with the Pass/Fail grading option.

101. Erskine Seminar (ES) (3 s.h.)

A small, interdisciplinary, discussion-oriented, writing- and communication-intensive course that considers issues from ethical and moral perspectives. The course serves as an introduction to intellectual life, promotes campus-wide expectations and standards for clear writing and the correct usage of standard English, and offers a common experience to all first-year students. The course communicates to students the purpose, scope and meaning of a liberal arts education. (With approval from the Academic Office and input from the freshman adviser, a student who fails the Erskine Seminar may substitute one of the following courses for the ES 101 requirement: EN 201, 202, 205, 206, 215, or 216. The requirement must be met within a year of failing the Erskine Seminar. Any course taken to make up ES 101 may not also satisfy another general education or major or minor requirement.)

American Studies (AS)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

408. Colonial America (3 s.h.)

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

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

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

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

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

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

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

Political Science (PO)

101. American Government (3 s.h.)

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

201. Constitutional Law I (3 s.h.)

An introduction to the Supreme Court, its practice of judicial review and the politics surrounding the interpretation of the U.S. Constitution. Focus is on the Court's decisions affecting the balance of power between the branches of the national government. (Offered every other fall semester.) Elective for AS majors.

202. Constitutional Law II (3 s.h.)

An introduction to the Supreme Court, its practice of judicial review and the politics surrounding the interpretation of the U.S. Constitution. Focus is on the Court's decisions in the areas of civil rights and civil liberties. (Offered every other spring semester.) Elective for AS majors.

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

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

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

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

304. Congress (3 s.h.)

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

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

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

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

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

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

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

306. American Romanticism (3 s.h.)

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

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

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

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

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

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

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

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

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

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

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

American Studies (AS)

CCCU American Studies Program, Washington, D.C.

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

300. Foundations for Policy Analysis & Public Involvement (2 s.h.)

An interdisciplinary seminar introducing important foundational concepts for analyzing public policy and for Christian involvement in public affairs, including the shape of a Christian world view and the role of the church in society.

310. Topics in Domestic Policy (3 s.h.)

An issue-oriented, interdisciplinary seminar dealing with topics in domestic policy and introducing the student to a variety of perspectives on social and political involvement. The seminar is designed to explore the political dynamic of U.S. domestic policy and its impact on the nation.

320. Topics in International Policy (3 s.h.)

An issue-oriented, interdisciplinary seminar dealing with a major topic in international policy. Students are introduced to Washington’s international community, and are challenged to develop a biblical perspective on foreign policy with special emphasis on the principles of reconciliation and peacemaking.

400. Internship (4 s.h.)

An internship experience arranged by the American Studies Program in an agency or office in the Washington, D.C. area. Students will work an average of at least 20 hours per week over a four-month period. Requirements include the keeping of a professional journal, and other requirements as specified by the American Studies program.

450. Senior Seminar (2 s.h.)

A capstone course that offers American Studies majors the opportunity to conduct detailed, interdisciplinary research into an aspect of the American experience. The student’s work will be supervised by a member of the American Studies faculty and a research paper will be presented to an American Studies colloquium.

Art (AR)

Professors Walker, Linnehan

The goals of the Department of Art are to expand students’ awareness of the variety of artistic expressions, to acquaint them with the many different and related media used in those expressions, to teach the techniques and practices of visual art, to give students an awareness of art history, and to help students acquire taste and critical evaluation in art. The department’s course offerings are designed to present and clarify artistic traditions and contemporary practice, and to instill understanding of and excitement for excellence in the visual arts. Learning is centered on developing ability to judge critically and independently, without reliance upon preconceived solutions and answers.

A major in Visual Art requires 36 semester hours. These hours consist of the following core requirements: AR 105, 170, 250, 255, 350, 380 and 481 for a total of 18 hours. In addition to the core requirements, students must select one course from at least three of the following concentrations: Painting (AR 240), Graphic Design (AR 225 or 226), Printmaking (AR 230), and Drawing (AR 170 or 272), or AR 270. Students also must complete three to six hours built on existing studio core requirements at or above the 300 level. These courses are selected from: Painting (AR 341, AR 342), Graphic Design (AR 316), and Printmaking (AR 331, AR 334).

One art elective is required from either studio or art history at or above the 200 level. This course may be from within the studio core courses. All majors must submit a portfolio to a Departmental Committee at the beginning of their junior year and will produce an exhibition of their own work during the senior year.

A minor in visual art consists of the following courses (12 hours must be above the 100 level): AR 105, 170, two courses from 250, 255 or 350 and one course each from at least two of the following concentrations: Painting (AR 240), Graphic Design (AR 225 or 226), Printmaking (AR 230), Topics in Studio Art (AR 270) or Drawing (AR 272).

A minor in art history shall consist of 16 semester hours which must include: Art History I: The World, Paleolithic through Medieval (AR 250), Art History II: The World, Early Renaissance through 19th Century (AR 255), Art History III: The 20th and 21st Centuries (AR 350) and Practicum in Art History (AR 450). Additionally, the student must take one introductory studio course selected from the following: Art Studio Foundation (AR 105), Drawing I (AR 170), Graphic Design I or II (AR 225 or AR 226).

011. Exhibition Attendance (0 s.h.)

Attendance at artist's talks, receptions, exhibitions, and recommended field trips as specified by the Department. Participation in Annual Student Show by producing and presenting original artwork as well as assisting with the installation and promotion of the exhibition. Required of majors and minors each semester.

105. Art Studio Foundations (3 s.h.)

An introduction to visual problem solving. Organization of the two-dimensional plane using the elements of art and principles of design in a variety of media. Emphasis on composition, transitions, contrasts, spatial feeling, and the elementary narrative. An exploration of the phenomena of color in terms of its expressive possibilities and formal properties. A consideration of the various media in terms of their pigments and binders to develop greater perceptual awareness of color. Required of majors and minors. Lab fee \$60.

170. Drawing I (3 s.h.)

Observational drawing intended to develop the student's conceptual and technical understanding of drawing as an expressive medium. Various black and white drawing materials, methods, and subjects are explored as a means to cultivate perceptual ability and descriptive drawing skills. The range of drawing concepts covered includes effective use of line, mass, value, composition and linear perspective. Fulfills requirement for majors and minors. Lab fee \$60.

200. Introduction to the Visual Arts (3 s.h.)

The nature and function of art as an instrument of human understanding, the range of its means and meanings, the relationship of history and practice in art as man seeks to come to terms with his cultural and physical environment. Introductory course for either majors or non-majors.

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

Design using illustration and page layout programs. Students will gain an understanding and competency of vector

graphics used in creating logos, illustrations, and digital art. Students will also gain an understanding of page layout design and electronic publishing. Various projects will be required. Lab fee \$140. Cross-listed as BA 225 and IT 225.

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

Emphasis placed on image editing and photo manipulation using software programs combined with digital photography. Various projects will be required. Lab fee \$140. Cross-listed as BA 226 and IT 226.

230. Introduction to Printmaking (3 s.h.)

Prerequisites: AR 105 and AR 170 or equivalent. Technical study and experience with various traditional print media. Emphasis on technical control of the medium, composition, and consistency of edition. Lab fee \$60.

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

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

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

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

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

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

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

Mature, capable students may be permitted to pursue individual topics in studio art. Topics must be stated in writing, approved by supervising faculty member, and definite conference schedule arranged prior to registration. May be repeated for credit for varied subject matter. Lab fee \$60.

272. Drawing II (3 s.h.)

Prerequisite AR 170. Increased emphasis on perception and observational skills of traditional subjects such as still life, landscape, figure, and the interior. Explores the use of mixed media, color, the narrative, and introduces abstraction from life. Individualized problems with broader conceptual base. Lab fee \$60.

301. Visual Art for Educators, PreK-6 (3 s.h.)

Prerequisite: sophomore standing. Methods of teaching visual art in the elementary school with practical creative experience in a variety of affordable media. The national visual art content standards are emphasized through lessons and lesson plans that emphasize multicultural activities, an expanded use of the vocabulary used in art, an understanding of the elements and principles, an appreciation and basic knowledge of the major artistic styles found in various cultural and historic contexts, an awareness of the developmental stages of the learner, and best practices for all learners. Strategies to promote creativity, as well as interdisciplinary and critical thinking in the K-6 classroom are emphasized. Restricted to early childhood, elementary, special, and Christian education majors. Lab fee \$60.

316. Visual Culture (3 s.h.)

No prerequisite, preference given to majors. An investigation of the varied methodologies of art interpretation. Special emphasis will be placed on aesthetics and the impact of media, advertising, social prejudice, and perception of art and artists in society. Concepts, principles, and beliefs that lead to social and personal judgments will be investigated. Class content will vary based on the interest of students.

331. Printmaking II (3 s.h.)

Prerequisite: AR 230 or equivalent. An exploration of various print media with emphasis on perfecting technical control and fostering interesting personal imagery. Lab fee \$60.

334. Printmaking III (3 s.h.)

Prerequisite: AR 331 or equivalent. Development of a coherent body of work using print media. Lab fee \$60.

341. Painting II (3 s.h.)

Prerequisite AR 240. Development of expressive ideas in oil or acrylics. Greater emphasis on personal direction. Projects may include a study of the figure, a complex consideration of the picture plane, and abstraction from life.

342. Painting III (3 s.h.)

Prerequisite AR 341 or equivalent. Independent development of a body of thematically unified work suitable for exhibition. Exploration of personal imagery in painting.

350. Art History III: The 20th & 21st Centuries (3 s.h.)

An examination of Modern and Postmodern art and architecture. Required for majors.

365. Advertising Workflow (3 s.h.)

Prerequisite: AR 226 or permission of instructor. Builds upon digital concepts and applications of AR 226 emphasizing advertising concepts. Advanced graphical design using Photoshop, Illustrator, and InDesign that will enable students to employ the visual arts in print advertising. Emphasis will be on using advanced color correction and manipulation of photography, logo design, and page layout applications to create a variety of advertising initiatives. Students will be expected to develop a portfolio to obtain professional graphic design employment. Lab fee \$140. Cross-listed as BA 365.

370. Drawing III (3 s.h.)

Prerequisite AR 272 or permission of instructor. An exploration of imagery in various color media such as pastel, colored pencil or mixed media in order to produce a unified body of work. Lab fee \$60.

380. Junior Seminar (1 s.h.)

Preparation for advanced, independent work in studio art. Seminar begins with portfolio review and includes readings in contemporary art and how to write an artist's statement. Required of all studio majors. Must be taken junior year.

410. Independent Study in Art (credit to be determined)

Independent study in art to be determined by student interest and aptitude.

450. Practicum in Art History (4 s.h.)

The student will work in a specific art center or art museum under the supervision of a professional sponsor. At least 120 hours of work shall be completed either during the semester or Winter Term. Prerequisites of pre-professional externships apply. If taken during Winter Term guidelines for Winter Term must be followed. Pre- or co-requisites: any two of the following courses: AR 250, AR 255, and AR 350. Pass/fail.

481. Senior Exhibition (2 s.h.)

The preparation and presentation of a coherent body of work for exhibition. Artist's statement required. Required for majors.

Bible, Religion, and Philosophy

Professors Evans, Makujina, Reiter

The Department of Bible, Religion, and Philosophy's objectives include: providing all students with courses that encourage the discovery and discussion of central issues of biblical studies, faith, and ethics; relating the Christian faith and message of Scripture to contemporary thought, culture, and life; enhancing the College's curriculum, in keeping with the institution's historic commitment to the liberal arts tradition, by offering courses within the wider area of philosophy and religion; exploring the relationships between the study of religion and philosophy and other academic disciplines; developing in students an awareness of other religious traditions; assisting students to develop skills in critical reading and listening, oral and written communication and critical reasoning; and helping students become aware of their own special assets and limitations.

A major in Bible and Religion (Biblical and Theological Studies Track) consists of 30 hours beyond the 100 level. Courses must include three courses in Christian tradition (325 and two courses chosen from 251, 252, 352, or 420); three courses in Bible (one chosen from 200, 204, 205; a 300- or 400-level Old Testament course; and a 300- or 400-level New Testament course); and two courses dealing with Christianity in relation to culture or other religious traditions (354 and another course chosen from 375, 378, and 452).

A major in Bible and Religion (Christian Education Track) consists of 34 hours beyond the 100 level. Courses must include two courses in Christian tradition (325 and another course chosen from 251, 252, 352, or 420); three courses in Bible (one chosen from 200, 204, 205; a 300- or 400-level Old Testament course; and a 300- or 400-level New Testament course); two courses dealing with Christianity in relation to culture or other religious traditions (choose from 354, 375, 378, and 452); and four courses dealing with Christian Education methodology (312, 314, 316, and 412 or J-76).

A major in philosophy consists of 27 semester hours in philosophy. Courses must include PL 152, 251, and 252.

Minors given in the department are as follows:

Bible and Religion

15 hours beyond basic requirements, to include 325, and at least one more course in Bible.

Christian Education

15 hours beyond basic requirements, to include 325, 312, and 314.

Philosophy

15 hours beyond basic requirements, to include 201, and 251 or 252.

Students wishing to graduate with Honors in Bible and Religion must have a grade-point-average of 3.6 or better in Bible and Religion courses, as well as an overall grade point average of 3.3 or better. Honors students must also earn an "A" in BR 415, which involves research, the preparation of a senior thesis, and a presentation at a meeting of a scholarly society or at an on-campus colloquium. It is expected that the majority of coursework for the major will have been taken at Erskine College. Students should declare their intent to graduate with departmental honors during their junior year.

Students wishing to graduate with Honors in Philosophy must have a grade-point-average of 3.6 or better in Philosophy courses, as well as an overall grade point average of 3.3 or better. Honors students must also earn an "A" in PL 415, which involves research, the preparation of a senior thesis, and a presentation at a meeting of a scholarly society or at an on-campus colloquium. It is expected that the majority of coursework for the major will have been taken at Erskine College. Students should declare their intent to graduate with departmental honors during their junior year.

Bible (BR)**125. Old Testament Literature and Interpretation (3 s.h.)**

A survey of the literature and religious themes of the Old Testament. Special attention is given to the ancient Near Eastern historical and cultural context of the Old Testament and to responsible methods of interpretation. The development of redemptive history, the role of the Old Testament within the Christian canon, and the religious and ethical implications of the Old Testament for modern living will be explored.

126. New Testament Literature and Interpretation (3 s.h.)

Prerequisite: BR125. A survey of the literature and religious themes of the New Testament. Special attention is given to the Graeco-Roman and Jewish backgrounds of the New Testament and to responsible methods of interpretation. The unity and diversity of the New Testament's witness to the life and significance of Jesus, the rise of the Christian church, and the religious and ethical implications of the New Testament documents for life today are explored.

200. Biblical Ethics (3 s.h.)

Prerequisite: BR 125. A study of selected Old and New Testament ethical texts that explores the nature, content and purpose of "covenant behavior," and discusses redemptive holiness and wholeness (integrity) as the goals of biblical ethics. Problematic biblical texts seen as raising moral difficulties are examined, as is the application of biblical ethics to today.

204. The Story of Redemption (3 s.h.)

Prerequisite: BR 125. An examination of the breadth, dynamics, and progress of God's redemption plan for his people as it unfolds from creation to consummation. Attention will be paid to both the richness and unity of the Bible's message.

205. Biblical Interpretation (3 s.h.)

Prerequisite: BR 125 and 126. An overview of the history of biblical interpretation, an examination of hermeneutics in the historical-critical tradition and current issues in modern hermeneutics. Orientation to the principles and practice of biblical exegesis. Exploration of methodologies and approaches for the interpretation of the major biblical genres.

300. Pentateuch (3 s.h.)

Prerequisite: BR 125. A study of the creation of Israel as a people under God's redemptive initiative: pre-Israelite history, the patriarchs, exodus from Egypt, wilderness wanderings, Sinai covenant and law, tabernacle and worship. Examination of these texts in their ancient Near Eastern literary and cultural background, emphasizing interpretive approaches and theological themes.

303. The Historical Books (3 s.h.)

Prerequisite: BR 125. A study of Joshua through Esther. Attention will be paid to covenant context, literary features, historical contexts, theological themes. Special attention will be paid to each book's unique contribution to the Old Testament.

304. The Life and Teachings of Paul (3 s.h.)

Prerequisite: BR 126. Paul's life and teachings on the basis of his letters and Luke's Acts of the Apostles.

305. Synoptic Gospels (3 s.h.)

Prerequisite: BR 126. Historical background, literary problems, and proposed methods of interpretation.

306. Prophetic Literature (3 s.h.)

Prerequisite: BR 125. Background, content, and interpretation of the Old Testament prophetic literature.

307. Psalms and Wisdom Literature (3 s.h.)

Prerequisite: BR 125. A study of Job, (selected) Psalms, Proverbs, Ecclesiastes and the Song of Songs. These books will be studied in their literary, cultural and theological contexts. The continuing developments of wisdom literature in selected intertestamental writings and in the New Testament will be explored.

308. Johannine Literature (3 s.h.)

Prerequisite: BR 126. A course in Johannine literature and theology (i.e., the Gospel of John, the Epistles of John, and Revelation) with a focus on the fourth Gospel. Exegesis of selected passages in the light of contemporary research. These documents will be interpreted in light of the historical, cultural, and religious context of the late first century. The importance of Johannine theology for later Christian thought will also be explored.

309. General Epistles (3 s.h.)

Prerequisite: BR 126. An examination of Hebrews through Revelation. Selected passages will be examined in order to disclose the structure and themes of these books, and the distinctive concerns of the Christian communities to which they were written.

320. Apocrypha and Pseudepigrapha (3 s.h.)

Prerequisite: BR 125. This course will focus on the intertestamental literature. Attention will be paid to its value in illuminating the history and religious context of the period, its interpretation of the Old Testament, its development of themes affecting the New Testament, and its role in the creation of Early Judaism.

401. Advanced New Testament Studies (3 s.h.)

Prerequisite: BR 126. Systematic studies of selected areas of the New Testament. Since the area of study varies from year to year, this course may be repeated for credit.

402. Advanced Old Testament Studies (3 s.h.)

Prerequisite: BR 125. Systematic studies of selected areas of the Old Testament. Since the area of study varies from year to year, this course may be repeated for credit.

Christian Education (BR)

312. Christian Education (3 s.h.)

A basic course in Christian Education dealing with the theology and practice of teaching in the church with special attention to curriculum, teaching methods, programs, and resources for adults, youth, and children.

314. Youth Ministry (3 s.h.)

The course is designed to give an overview of what is involved in youth ministry. Emphasis will be given to development of adolescents, theology of youth ministry, planning a program for youth, and an introduction to resources.

316. Pastoral Care and Counseling (3 s.h.)

An introduction to pastoral care and counseling in the local church setting. Issues relevant to Christian educators, youth directors, and pastors such as understanding the tasks of pastoral care and counseling in light of the practical needs and teachings of the church, when to offer counsel, and when to refer to professional therapy, will be addressed. Several biblical counseling models will be presented.

412. Practicum in Ministry (4 s.h.)

The student will work in a specific ministry context under the supervision of a professional sponsor. At least 120 hours of work shall be completed during the semester. Prerequisites of pre-professional externships apply. Hours earned will not count toward the 30 required semester hours required for the Biblical and Theological Studies track. Pass/Fail.

J-76. Pre-Professional Externship in Ministry (4 s.h.)

The student will work in a specific ministry context under the supervision of a professional sponsor. Offered only during the Winter Term. Hours earned will not count toward the 30 required semester hours for the Biblical and Theological Studies track. Pass/Fail.

Religion (BR)**251. Church History I (3 s.h.)**

The history and theology of the Christian Church from its beginning to the eve of the Reformation. The church's relationship to the Roman Empire, the history and doctrinal development of its Creeds, intellectual currents and institutional developments within medieval Christendom, and the rise of Eastern Orthodoxy.

252. Church History II (3 s.h.)

The history and theology of the Christian Church from the beginning of the Reformation to the present. The major Protestant traditions (Reformed, Lutheran, and Anabaptist), their rise and development, Pietism, Enlightenment, and ensuing religious and intellectual currents.

325. Christian Theology: Structures and Concepts (3 s.h.)

Prerequisites: BR 125 and 126. An examination of the methods, structures, and concepts of Christian theology. The Biblical foundation and historical development of the major doctrines of the Christian faith will be explored, with an emphasis upon the Reformed expression of these doctrines and their application to contemporary life and thought.

352. History of Christianity in America (3 s.h.)

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

354. World Religions (3 s.h.)

A study of the major world religions and religious philosophies, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. The origin, basic concepts, influence, and present status of each religion will be studied, the various religions will be compared and contrasted with one another, and attention will be given to developing a Christian perspective on the religions.

375. Philosophy of Religion (3 s.h.)

A study of philosophical questions that arise from religion, and particularly from the Judeo-Christian tradition. Issues explored include the existence and nature of God, the nature of God's relationship to the world, the problem of evil, the problem of religious language, the rationality of religious belief, life after death, miracles, religious experience, religious plurality, and the relation between religion and morality.

378. Christian Apologetics (3 s.h.)

A study of various approaches and problems in defending the Christian faith. Special attention will be given to contemporary challenges to the Christian faith. Some consideration will also be given to the ways in which Christian apologetics is related to philosophy, theology, and evangelism.

413. Selected Topics in Religion and Practical Theology (3 s.h.)

Studies of selected topics in the history, psychology, sociology, or philosophy of religion, ethics, theology, or the practice of Christian education and ministry. Since the area of study varies from year to year, this course may be repeated for credit.

420. Contemporary Theology (3 s.h.)

Prerequisite: BR 325. An examination of the development of Christian theology from the Enlightenment to the contemporary theological diversity. Attention will be paid to the impact of Enlightenment, post-Enlightenment, and post-modern cultural and intellectual influences on the theological enterprise. Key figures examined include Kant, Schleiermacher, Hegel, Kierkegaard, Harnack, Machen, Barth, Tillich, and Bultmann, as well as contemporary liberation, African-American, and feminist thinkers.

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

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

Bible, Christian Education, or Religion

410. Independent Study (Credit to be determined)

A thesis course in a particular area of the field of Bible, of Religion, or of Christian Education. The student spends most of the required time doing research work under the guidance of the professor. Independent study is not ordinarily given in lieu of required courses.

415. Honors Program in Bible and Religion (1 s.h.)

Prerequisite: Approval of Department. Requirements include the preparation of a senior thesis based on careful research of scholarly literature and other relevant information. The student will present the substance of the thesis findings to a meeting of a scholarly society or to an on-campus colloquium.

Philosophy (PL)

152. Logic (3 s.h.)

An introductory study of traditional and symbolic deductive logic. Attention will be focused primarily on methods of analyzing and evaluating various sorts of deductive inferences.

201. Introduction to Philosophy (3 s.h.)

An introduction to the academic discipline of philosophy, focusing primarily on perennial philosophical problems (e.g., the question of God's existence, the problem of knowledge, the mind-body problem, and the question of the meaning of life) and representative approaches employed by philosophers in attempting to solve those problems.

251. History of Western Philosophy I (3 s.h.)

An introductory survey of Western philosophy from the 6th century B.C. to the 16th century A.D. Attention will be focused on major metaphysical and ethical issues addressed in the ancient period and on the issue of the relationship between faith and reason in the medieval period. Special attention will be given to Plato, Aristotle, Augustine, and Thomas Aquinas.

252. History of Western Philosophy II (3 s.h.)

An introductory survey of Western philosophy from the 17th century A.D. to the 20th century A.D., and a continuation of PL 251. Attention will be focused on major epistemological issues during the modern period, with special concentration on the philosophers of the 17th and 18th centuries (e.g., Descartes, Hume, Reid, and Kant).

301. Metaphysics (3 s.h.)

Prerequisite: PL 201, or PL 251, or PL 252; or approval of the instructor. A consideration of fundamental questions about

reality. Attention will be given to such topics as the nature of God, the relation between God and the world, the nature of the human person, the nature of mind, the question of the meaning of life, the problem of freedom and determinism, the nature of truth, and consideration of questions concerning essences and natural kinds.

302. Epistemology (3 s.h.)

Prerequisite: PL 201 or PL 252; or approval of the instructor. A study of the nature, structure, sources, types, and limits of knowledge and rational belief. In addition to consideration of the main theories of knowledge and rationality, attention will also be given to various forms of skepticism and the problems they pose.

306. Ancient Political Philosophy (3 s.h.)

A critical survey of some of the major texts in the Western tradition of political philosophy. Sources range from Homer to St. Augustine, and include the literature of epic, tragedy, history, philosophy, and theology. This course includes a research component. (Cross-listed as PO 306.)

307. Modern Political Philosophy (3 s.h.)

A critical survey of some of the major texts in the Western tradition of political philosophy. Sources range from Machiavelli to Marx to the post-moderns, and include the literature of Shakespearean tragedy, political essays, philosophy, and theology. This course includes a research component. (Cross-listed as PO 307.)

322. Existentialism (3 s.h.)

An introduction to modern existentialism emphasizing the view of Kierkegaard, Nietzsche, Dostoevski, Heidegger, Jaspers, Tillich, Marcel, Sartre, Buber, and Berdyaev.

350. Philosophy of the Arts (3 s.h.)

Prerequisite: PL 201, or PL 251, or PL 252; or approval of the instructor. A study of philosophical issues concerning the fine arts, including the nature of art, art and morality, aesthetic judgments, and the relation of art to worldviews.

375. Philosophy of Religion (3 s.h.)

A study of philosophical questions that arise from religion, and particularly from the Judeo-Christian tradition. Issues explored include the existence and nature of God, the nature of God's relation to the world, the problem of evil, the problem of religious language, the rationality of religious belief, life after death, miracles, religious experience, religious plurality, and the relationship between religion and morality.

376. Ethics (3 s.h.)

An examination of classical and contemporary ethical theories. Attention will be given to both meta-ethical issues (e.g., the question of whether there is an objective moral order and the question of the relation of God to ethics) and normative ethical theories (e.g., Kantian ethics, utilitarianism, and virtue theory).

377. Contemporary Ethical Issues (3 s.h.)

Prerequisite: PL 201, or PL 251, or PL 252; or approval of the instructor. Recommended: PL 376. A consideration of some of the prominent ethical issues of our time, such as abortion, the death penalty, homosexuality, and affirmative action.

378. Christian Apologetics (3 s.h.)

A study of various approaches and problems in defending the Christian faith. Special attention will be given to contemporary challenges to the Christian faith. Some consideration will also be given to the ways in which Christian apologetics is related to philosophy, theology, and evangelism.

381. Special Topics (3 s.h.)

Prerequisite: PL 201, or PL 251, or PL 252; or approval of the instructor. A study of the thought of some historically significant philosopher(s) or of some important philosophical problem(s).

406. Seminar (3 s.h.)

Prerequisite: At least two 300-level philosophy courses. An advanced seminar on a topic of current interest in philosophy. Requirements include preparation and presentation of a research paper.

415. Honors Program in Philosophy (1 s.h.)

Prerequisite: Approval of Department. Requirements include the preparation of a senior thesis based on careful research of scholarly literature and other relevant information. The student will present the substance of the thesis findings to a meeting of a scholarly society or to an on-campus colloquium.

Biology (BG)

Professors Edwards, Blenda, Mina, Nelsen, Ritland

Erskine's Department of Biology has a history of successfully placing graduates in a diversity of professional and graduate programs, ranging from Medicine and Human Genetics to Environmental Law and Toxicology. Other graduates directly enter competitive job markets, pursuing such careers as veterinary medicine, wildlife biology, genetic technology, and management.

Our educational philosophy is simple. We seek to help our students understand (a) fundamental and applied concepts in the biological sciences; (b) scientific ways of discovering, thinking, and learning; (c) skills (both technical and cognitive) that will be needed for career or further study; and (d) the role of biological principles and processes in society and the real world.

The Bachelor of Science degree in Biology is designed for students who plan to pursue a career in scientific research and/or who wish to pursue advanced medical studies or graduate studies in the biological sciences. The Bachelor of Arts degree in Biology is intended primarily for three groups of students: (a) those wishing to maximize course-selection opportunities (e.g., a minor); (b) those planning to enter environmental and health profession fields that do not require a doctoral degree or its equivalent; and (c) students pursuing science-related careers such as teaching, law, or managerial/compliance/quality assurance positions in science-related firms.

The Bachelor of Science degree in Biology with an emphasis in Biomedical Science (BS-Biomed) is designed for students who plan to seek advanced degrees in medicine (e.g., M.D., P.A., M.S.N, D.V.M., D.D.S., D.P.T.), Pharmacology/Pharmacy, and M.S. and Ph.D. programs such as Biomedical Research, Forensic Science, Genetics, Physiology, and Biochemistry/Molecular Biology. Candidates for this degree take the following Biology courses: 110 and 111; 202; 320 or 322; 403 and 404; and 340 or 407. Students select an additional 16-17 hours of Biology electives, generally including some combination of 200, 201, 210, 211, 302, 303, and/or 401. In addition, BS-Biomed candidates take Chemistry 101, 102, and 214-215; Physics 110 or 111 or 120; and Calculus or Scientific Statistics.

The Bachelor of Science degree in Biology with an emphasis in Ecology, Environmental Science, and Wildlife Biology (BS-EEW) is designed for students seeking to work or pursue graduate studies in conservation biology, ecology, zoology/botany, wildlife management, and environmental science. Candidates for this degree take the following Biology courses: 110 and 111; 202; 320 or 322; 403 and 404; and 340 or 407. Students select an additional 16-17 hours of Biology electives, generally including some combination of 204, 206, 207, 209, 220, 214, 215, 216, 217, 301, 302, 305, 306, 309, and/or 406. In addition, BS-EEW candidates take Chemistry 101, 102, and 214-215; Physics 110 or 111 or 120; and Calculus or Scientific Statistics.

The Bachelor of Arts degree in Biology is intended for students who wish to maintain maximal course-selection freedom while preparing for careers in business, environmental/ecological science, or health profession fields such as nursing and physical or occupational therapy. Candidates for the B.A. degree in Biology take Biology 110 and 111; 202 or 320 or 322; 403 and 404; and 340 or 407, along with 15–16 additional hours of Biology electives (see preceding B.S. elective lists). Chemistry 101 and 102 are required, and additional courses in Math, Chemistry, Physics, Business, or Psychology may be beneficial, depending on career goals.

Students pursuing a Minor in Biology will take at least 20 hours in Biology, including up to two 100-level courses (101, 110, and/or 111) and 12 or more hours in (a) the medical/physiology area, (b) the ecology/environment field, or (c) a combination of both.

Students pursuing a Minor in Biology will take at least 20 hours in Biology, including up to two 100-level courses (101, 110, and/or 111) and 12 or more hours in (a) the medical/physiology area, (b) the ecology/environment field, or (c) a combination of both.

Students pursuing a Minor in Biology will take at least 20 hours in Biology, including up to two 100-level courses (101, 110, and/or 111) and 12 or more hours in (a) the medical/physiology area, (b) the ecology/environment field, or (c) a combination of both.

Students wishing to graduate with Honors in Biology must have a grade point average of 3.6 or better in Biology courses, as well as an overall grade point average of 3.3 or better. Honors students must also earn an "A" in BG 415, which involves a biological research project, a senior thesis based on that project, and a presentation at a regional or national biological meeting or (in extraordinary cases) an on-campus research forum. At least the last two years of coursework in the major must be completed at Erskine.

Biology majors are expected to develop competence in the use of computer and information technology, including word-processing (BG 110 and others), intranet-based classwork (BG 111 and others), Internet-based literature searching (BG 403 and others), computer-interfaced data acquisition (BG 303 and others), and standard communication, analysis, and presentation software (BG 407 and others).

The minor in Health Care Management introduces students to this growing field from a perspective of life science and business management. The health care management minor consists of 22 hours which includes the following coursework: BA 201, 221, 251; BG 210, 211, 402 and one course from BG 300 or MA 205. The following courses are recommended but not required: BA 252, 333, 334; BG 200 and an externship/internship in the healthcare management field.

101. General Biology (4 s.h.)

A basic study of biological principles for non-science majors. Lectures and laboratories address current biological and social issues, such as emerging and resistant pathogens, genetic engineering and cloning, biodiversity, and other environmental challenges and solutions. Weekly lab.

110. Concepts of Cellular Biology (4 s.h.)

This course introduces the anatomy and physiology of living cells, and by extension, living organisms. Topics range from the biochemical and genetic foundations of life to the roles of unicellular organisms in the environment and in human disease. Intended for science majors and minors. Weekly 3-hour lab.

111. Concepts of Organismal Biology (4 s.h.)

This course, intended for science majors and minors, covers the anatomy and physiology of multicellular animals, as well as their interactions with the physical environment and with other organisms. Weekly 3-hour lab.

200. Mechanisms of Disease (3 s.h.)

Prerequisite: BG111 or consent of instructor. This course, intended primarily for students pursuing careers in health care and education, introduces the major causes and consequences of human disease. Topics include global patterns of morbidity and mortality, etiological factors, cancer, cardiovascular disease, nervous system disorders, reproductive disorders, communicable diseases, and parasites.

201. Microbiology (4 s.h.)

Prerequisite: BG110. This course focuses on the morphology, physiology, and taxonomy of bacteria and viruses, and then addresses the mechanisms used by these microorganisms to cause disease and evade the immune system. Weekly 3-hour lab.

202. Genetics (4 s.h.)

Prerequisites: BG 111 or consent of instructor. This course provides an overview of the three main divisions of genetics: transmission genetics (how traits are inherited from generation to generation), molecular genetics (structure and function of genetic material) and population genetics (distribution and behavior of genes in a population). Weekly 3-hour lab.

204. Environmental Biology (4 s.h.)

This course introduces important environmental issues, addressing them from both global and local perspectives and examining the conflicting ecological, economic, and political pressures that complicate resolution of environmental dilemmas. Laboratory investigations include the biology of local natural communities, assessment of air and water quality, and discussion of controversial issues. Alternate Fall terms. Weekly 3-hour lab.

206. General Zoology (4 s.h.)

A survey of vertebrate and invertebrate animal diversity, focusing on adaptations, interactions, and natural history of regional ecosystem faunas. Laboratory investigations involve identification and sampling of representative groups, behavioral observations, and field trips to diverse Carolina ecosystems. Alternate Fall terms. Weekly 3-hour lab.

207. General Botany (4 s.h.)

This course examines the structure and function of plants, emphasizing their economic, aesthetic, and ecological importance. Both field studies and laboratory exercises are included. Weekly 3-hour lab.

209. Animal Behavior (3 s.h.)

Animals, including humans, face daily challenges to their continued survival. This course addresses such diverse behavioral contexts as learning, communication, navigation, feeding, aggression, defense, reproduction, parental care, and social behavior. The underlying theme is the adaptive value of behavior.

210. Human Anatomy and Physiology I (4 s.h.)

This course is a study of human gross anatomy, histology, and physiological mechanisms of homeostasis and integration of systems. Topics will include cell metabolism, tissues, and the integumentary, skeletal, muscular, and nervous systems. Freshman status requires faculty approval. Weekly 3-hour lab.

211. Human Anatomy and Physiology II (4 s.h.)

This course is a study of basic human anatomy and histology of organs and physiological mechanisms of homeostasis and integration of systems. Topics will include tissues, cardiovascular, endocrine, digestive, respiratory, urinary, and reproductive systems. Freshman status requires faculty approval. Weekly 3-hour lab.

214. Carolina Vertebrates (3 s.h.)

Prerequisite: one semester of Biology. This course is a classroom-based study of vertebrates inhabiting the Carolinas.

Students will learn to identify representative vertebrates, become familiar with the natural history of selected groups, and conduct research on a species of individual interest. Offered alternate Spring terms.

215. Vertebrate Studies (1 s.h.)

Corequisite: BG 214. A field-based lab course focusing on techniques employed to study vertebrates in the wild. Intended for students interested in ecology, evolution, environmental biology, and/or wildlife biology. Class size limited. Offered alternate Spring terms. Meets one 3-hour period per week.

216. Carolina Ecosystems (3 s.h.)

Prerequisite: one semester of Biology. An introduction to the floral (plant) and faunal (animal) communities that together create a diverse patchwork of ecosystems in our region, ranging from the highlands of western North Carolina to the swamps and beaches of the South Carolina coast. Emphasis will be on identification of species, understanding of species interactions, and methods of studying biodiversity. Class size limited. Weekly lab. Offered alternate Fall terms.

217. Ecosystem Studies (1 s.h.)

Corequisite: BG 216. A field-based lab course focusing on techniques employed in studying ecosystem ecology. Intended for students interested in ecology, evolution, environmental biology, and/or wildlife biology. Class size limited. Offered alternate Spring terms. Meets one 3-hour period per week.

220. Field Botany (2 s.h.)

A field-based course in plant biology, emphasizing collection and identification of local flora, herbarium techniques, and the value of selected plants to humans and to Carolina ecosystems. Meets weekly for one 3-hour period.

222. Special Topics in Biology (1-3 s.h.)

Prerequisite: 101, 110, or 111. This elective provides an opportunity to explore areas of biology that are not part of the regular curriculum, such as wildlife management, ornithology, and virology.

300. Scientific Statistics (3 s.h.)

Prerequisite: MA 107, MA 141, or permission of instructor. This course covers both the principles and the methods of contemporary scientific statistics. Our goal is to achieve both conceptual understanding of and computational experience in such diverse areas as graphical and numerical descriptive statistical techniques, probability distributions, hypothesis-testing and inference, correlation, and linear regression. A major emphasis will be how to interpret and understand the calculated statistics as opposed to simply computing them. In the end, students should be able to better understand and assess the validity of reported research findings.

301. Herpetology (4 s.h.)

A study of amphibians and reptiles with emphasis on species of the southeastern U.S., this course will cover the morphology, physiology, behavior, and ecology of these ecologically important organisms. Major emphases will be the identification of species and the roles amphibians and reptiles play in ecosystems. Weekly 3-hour lab. This course is open to both Biology majors and non-majors.

302. Comparative Anatomy of the Vertebrates (4 s.h.)

Prerequisites: BG 110, 111. A systematic overview of the diversity of vertebrates that focuses on the relationship between morphological form and function. Additional topics include the biogeography and classification of vertebrates. Morphological dissection exercises will concentrate on higher vertebrates. Alternate Spring terms. Weekly 3-hour lab.

303. Physiology (4 s.h.)

Prerequisites: 110, 111, and junior standing. An introduction to the physiological processes common to all animals. The course includes basic physical and chemical processes in animal tissues, detailed consideration of organ systems, and an integrative approach to understanding how animals meet the demands placed upon them. Topics in human, vertebrate, and ecological physiology are included. Weekly 3-hour lab.

309. Ethology Laboratory (1 s.h.)

Prerequisite or corequisite: BG209, 406, or 407. A lab- and field-based exploration of animal behavior. Students design and conduct supervised research on an aspect of behavior ranging from foraging and migration to reproduction and defense against predators. Meets one 3-hour period per week.

320. Structure and Function of Biomolecules (4 s.h.)

Prerequisite: BG 110 and CH 214 or permission of instructor. An investigation into the biochemical basis of life. Topics include the structure and function of biomolecules (carbohydrates, lipids, proteins, and nucleic acids) and regulatory mechanisms of living systems. Lab exercises utilize contemporary technology and techniques in genetics, biochemistry, and molecular biology. Weekly 3-hour lab.

322. Cell Biology (3 s.h.)

An overview of the structure, organization and function of eukaryotic cells. Topics include the function of cellular structures and organelles, the cytoskeleton, cellular interactions with other cells and the surrounding environment, regulation of cell growth and division, regulation of gene expression, and cellular differentiation. Comparisons between cells from free-living eukaryotes and metazoan tissues will be used to illustrate the universality of these processes.

340. Evolutionary Biology (4 s.h.)

This course, covering the major principles of evolutionary biology, is a study of both the processes and the biological results of evolution. Topics include mechanisms of evolution (from random mutation to natural selection), adaptation, the structural, functional and genetic diversity of organisms, speciation, systematics, and phylogenetic inference. Weekly 3-hour lab.

401. Animal Nutrition (3 s.h.)

Prerequisites: Junior status and permission of the instructor. A course concerning animal nutrition for Pre-Veterinary students. The course includes a study of digestion; the role, metabolism and requirements of water, minerals, and trace elements; and energy and the metabolism of carbohydrates, lipids, and proteins. Additional topics include nutritional requirements, signs of nutrient deficiency, reproduction, lactation, antibiotics, hormones and growth.

402. Medical Terminology (2 s.h.)

Prerequisites: 210, 211. A study of the scientific language employed in health professions. Limited to students during the senior year of Biology majors and Healthcare Management minors who plan to enter programs requiring this course.

403. Senior Seminar I (1 s.h.)

A 'capstone' course that offers the opportunity for Biology seniors (or early graduates) to conduct in-depth research and make a presentation on a topic of contemporary relevance to science and society. Fall terms.

404. Senior Seminar II (1 s.h.)

A 'capstone' course that offers the opportunity for Biology seniors (or early graduates) to conduct in-depth research and moderate a group discussion on a topic of contemporary relevance to science and society. Spring terms.

406. Methods in Environmental and Field Biology (2 s.h.)

A field-based course in practical methods of environmental and ecological science. Topics include sampling and censusing of terrestrial and aquatic species, habitat delineation and assessment, behavioral data collection, computer modeling, and analysis of field data.

407. Ecology (4 s.h.)

Prerequisites: 110, 111, Junior or Senior status. A study of interrelationships among organisms and their environments, including the study of natural ecological systems and the effects of human activity upon them. Laboratory investigations will focus on characterization of regional ecosystems and quantitative data analysis. Weekly 3-hour lab.

410. Independent Study (1-3 s.h.)

Prerequisites: One semester of biology and sophomore status. Students pursue independent study in approved areas of the biological sciences. Except by written departmental approval, a maximum of four semester hours of independent study may be used to fulfill the course requirements for a major or minor in Biology.

411. Research in Biology (1-3 s.h.)

Prerequisites: Three semesters of biology and sophomore status. Supervised research with a faculty member on a topic of contemporary biological significance. Pass/Fail.

415. Honors Program in Biology (1 s.h.)

Program requirements include a thesis based on original research and thorough review of relevant literature and an oral presentation of the research at a scientific meeting or (in exceptional cases) an on-campus research forum. The program is open to students meeting the general College criteria for departmental honors.

444. Topics in Advanced Biology (2-4 s.h.)

An elective for juniors and seniors in Biology. Possible topics include marine biology, histology, parasitology, and conservation biology.

Business Administration (BA)

Professors Santella, Jeffords

The Department of Business Administration strives to prepare students to thrive in their chosen business professions. The primary objectives of this department are to equip our graduates with the fundamental skills of business management and to help them develop leadership and citizenship abilities. These objectives are accomplished through high standards for excellence, hands-on application of business principles, and capable, qualified instructors.

A major in Business Administration requires 39 to 48 semester hours with eight fundamental courses (221, 222, 231, 251, 252, 324, 333 and 334). MA 205 is a prerequisite for BA 324, Business Finance. The major also requires a concentration in one of two areas: Accounting or Business. An Accounting concentration requires 351, 352, 354 and two from 355, 451, 456, 458 or 460. A concentration in Business requires 201, 320, 345, 359, 490, and three more BA courses at the 300-400 level (e.g., 343, 344, 400, 425, 427, and 499). Modifications from this program require written approval of the department. Additionally, students in the Business concentration are encouraged to take an externship in the Winter Term of their junior year and to take an internship in the summer between their junior and senior year.

Students who desire to pursue a concentration in Business must apply to the Department of Business Administration for admission into the Business concentration. Applications should

be submitted by April 1 of the sophomore year but no later than November 15 of the junior year. Business concentration students may not take more than 12 credits of upper-level BA courses without formal acceptance into the program. Admittance requirements for the Business concentration are as follows: (1) written application, (2) successful completion of a spontaneous writing sample, (3) 2.0 average or better in the following coursework: Erskine Seminar, English 102 or 103, Math 107, Math 205, BA 201, BA 221, BA 222, BA 251, BA 252, and (4) successful interview by the business advisory committee. Additionally, all students wishing to graduate with a Business concentration must have completed their BA designated courses with a grade of C or above and must have participated in two service projects (outside of the classroom) approved by the business faculty.

A minor may be earned in Business Administration, consisting of 15 hours (beyond 221) which must include 201, 222, 251, 252, and a choice of 231, 324, 333 or 334.

As part of the liberal arts tradition, Business students are also encouraged to explore their passions through dual majors and minors such as the Health Care Management minor. The minor in Health Care Management introduces students to this growing field from a perspective of life science and business management. The health care management minor consists of 22 hours which includes the following coursework: BA 201, 221, 251; BG 210, 211, 402 and one course from BG 300 or MA 205. The following courses are recommended but not required: BA 252, 333, 334; BG 200 and an externship/internship in the healthcare management field.

See also Sports Management and American Studies for related majors involving the Business Department.

Note: Students wishing to pursue graduate (business) school admission should take a total of 48 hours in business courses.

200. SIFE (Students in Free Enterprise) (1 s.h.)

This course is designed to provide the students with instruction on developing service learning projects within society (e.g., K-12 public school system, college campuses, adult and senior population, and global need areas). Students will be required to create and implement projects using team structures and to analyze and present the results. This course is open to all majors and will be offered every semester; it may be taken up to four times for credit. (This course is graded as a pass/fail.)

201. Introduction to Business (3 s.h.)

This course is a realistic introduction and integration of several key business disciplines (e.g., accounting, production, human resources, marketing, finance, management, and MIS) through the start-up and operation of a small business (e.g., doughnut shop, restaurant, etc.). It is designed to excite and prepare the prospective business student for more advanced studies in the areas of accounting, management and marketing. This hands-on, project-based course requires numerous student presentations which will be assessed by the entire business faculty as well as local business managers.

221. Principles of Economics: Macroeconomics (3 s.h.)

Prerequisite: Math 107. A study of human behavior as it affects our material well-being. The performance of the national and international economy will be the primary focus of attention.

222. Principles of Economics: Microeconomics (3 s.h.)

Prerequisite: Math 107. A study of human behavior as it affects our material well-being. The performance of a market-oriented economy will be the primary focus of attention.

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

Design using illustration and page layout programs. Students will gain an understanding and competency of vector

graphics used in creating logos, illustrations, and digital art. Students will also gain an understanding of page layout design and electronic publishing. Various projects will be required. Lab fee \$140. Cross-listed as BA 225 and IT 225.

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

Emphasis placed on image editing and photo manipulation using software programs combined with digital photography. Various projects will be required. Lab fee \$140. Cross-listed as BA 226 and IT 226.

231. Business Law (3 s.h.)

Prerequisite: Sophomore standing. A basic business course covering such legal topics as government, business, and society; legal rights and social forces; contracts; personal property and bailments; sales; and commercial paper.

251. Principles of Accounting I (3 s.h.)

Prerequisite: Math 107 or 111. An introduction to the principles, techniques, and uses of financial accounting. The course focuses primarily on the accounting cycle and the three primary financial statements.

252. Principles of Accounting II (3 s.h.)

Prerequisite: 251. A continuation of the accounting concepts introduced in BA 251, with emphasis on managerial accounting.

320. Project Management (3 s.h.)

Prerequisites: Business Administration Majors. Project Management is designed to introduce business majors in their junior year to the skills and concepts necessary to manage elementary projects (or events). Specifically, the course prepares the student to develop a project vision, objectives, an operational strategy, timetables and a budget. Further, the student will be given the tools and skills necessary to implement and evaluate project plans. This course places heavy emphasis on developing leadership, coordination, teamwork, presentation skills, and the implementation of actual projects with local area businesses.

324. Business Finance (3 s.h.)

Prerequisites: 222, 251, 252 and MA 205. This course is the study of the procurement and use of funds by profit-seeking enterprises; the conflicting objectives of liquidity versus profitability; the problems of raising funds, short-term, intermediate-term, and long-term; investment of surplus funds.

333. Organizational Management and Behavior (3 s.h.)

Prerequisites: BA 201 or permission of the instructor. This course is an in-depth study of management and organizational behavior theories, basic principles and processes from their historical foundations to today's best practices. The general focus is on how managers influence their employees to accomplish organizational objectives. The specific focus is on management and organizational behavior issues involving organizational culture, structures and systems (e.g., bureaucracy), authority, communication, structure, ethics and social responsibility, motivation, leadership, decision-making, group dynamics, conflict resolution, stress, change, and problem-solving. Numerous case studies are used to test the students' practical application of theory and best practices.

334. Principles of Marketing (3 s.h.)

Prerequisites: BA 201 or permission of the instructor. This course provides an analysis of the exchange processes present within various organizations. Emphasis will be on the interpretation and integration of the target market with the marketing mix variables of product, distribution, price, and promotion. Attention will be given to the formation of a company-wide customer orientation for both nonprofit and for-profit organizations.

335. Consumer Behavior (3 s.h.)

Prerequisite: BA 334. This course provides an examination of the decision-making process in a marketing context. The course will include concepts from economics, psychology, sociology, and other behavioral disciplines to illustrate why consumers buy what they buy.

336. Sales Management (3 s.h.)

Prerequisite: BA 334. This course will examine all of the activities involved in the sale of products to the final consumers. The course will include an analysis of the basic types of retailing, the principles of store location, techniques of merchandising and promotion, and the requirements for service and control.

343. Human Resource Management (3 s.h.)

Prerequisite: BA 333. This is a primary-level course in advanced management focusing on skills required for the effective management of personnel in the private enterprise environment. Topics include recruitment, selection, motivation, training and development of personnel; salary and wage administration; employee communications; and contract negotiations.

344. Production/Operations Management (3 s.h.)

Prerequisites: BA 251, 252, 333 and MA 205. This course is designed to develop proficiency in the basic skills required by managers in effectively solving the administrative, technical and behavioral problems one confronts in managing operations in manufacturing and service organizations. Topics include inventory control, production control, quality control, work measurement, and production methods and facilities.

345. Small Business Development (3 s.h.)

Prerequisites: BA 251, 252 and 333 or permission of instructor. This course is designed to give the future entrepreneur the skills and insights necessary to minimize the risks associated with the undertaking of a new business venture. The students will learn how to creatively develop and complete a business plan for a proposed business or nonprofit enterprise. Additional focus will be placed on the techniques required to manage a new venture after the creation process.

351. Intermediate Accounting I (3 s.h.)

Prerequisite: BA 251. BA 351 begins an in-depth study of financial accounting. It is the first in a sequence of courses necessary for anyone preparing for a professional career in accounting. The course undertakes an intense study of the accounting cycle and seeks to develop understandings of three of the primary financial statements: the balance sheet, the income statement, and the statement of retained earnings. Emphasis is placed on the theory undergirding the application of financial account concepts.

352. Intermediate Accounting II (3 s.h.)

Prerequisite: BA 351. BA 352 concludes the study of the theory and application of basic accounting concepts. The course deals with complex areas including pensions, accounting for income taxes, leases, and financial statement analysis. Also, students are exposed to the statement of cash flows, which completes the study of financial statement presentation.

354. Cost Accounting (3 s.h.)

Prerequisite: BA 252. A concentrated study of cost accounting methodology and a review of current practices with emphasis upon problem solving.

355. Accounting for Governments and Not for Profit Organizations (3 s.h.)

Prerequisite: 252. A study of the theory and application of fund accounting concepts. Alternate years.

359. Management Information Systems (3 s.h.)

Prerequisites: BA 222, 252 and 333. The purpose of this course is to study the role of information systems within a

business organization. Emphasis is placed on developing an understanding of and an appreciation for the design and control of information systems. The course includes an examination and application of particular information systems useful in managerial decision making.

360. International and Cross-Cultural Marketing (3 s.h.)

Prerequisite: 334. The purpose of this course is to familiarize students with the range of analytical approaches used to meet the opportunities and challenges of international marketing. An evaluation of similarities and differences between domestic and international markets will create a backdrop for discussions of relevant case studies and scholarly research. The development of an international marketing mix will serve as the unifying theme of the course.

361. Multimedia Marketing (3 s.h.)

Prerequisite: 334. This course will introduce students to electronic marketing trends and theories. It includes topics such as incorporating an on-line multimedia strategy into a marketing plan; using HTML to design virtual storefronts for use on the World Wide Web; and both accessing and providing marketing and sales information.

365. Advertising Workflow (3 s.h.)

Prerequisite: BA 216 or permission of instructor. Builds upon digital concepts and applications of AR/BA 216 emphasizing advertising concepts. Advanced graphical design using Photoshop, Illustrator, and InDesign that will enable students to employ the visual arts in print advertising. Emphasis will be on using advanced color correction and manipulation of photography, logo design, and page layout applications to create a variety of advertising initiatives. Students will be expected to develop a portfolio to obtain professional graphic design employment. Lab fee \$110. Cross-listed as AR 365.

400. Special Topics in Business (3 s.h.)

Prerequisites: BA 324, BA 333, BA 334 or permission of the instructor. Special Topics is designed to provide an in-depth examination of areas requiring additional emphasis beyond materials covered by the Business Concentration (e.g., international management, service quality, leadership, salesmanship, labor relations, current topics, consumer behavior, etc.). The course is taught using a seminar format with a heavy emphasis on presentations and projects. Note: This course may be taken twice for credit as long as the topics are different.

410. Independent Study (Credit to be determined)

Prerequisites: 221, 222, 251. This is an individualized course that centers on a particular problem in either business or economics.

425. Advertising and Promotion (3 s.h.)

Prerequisites: 334 or permission of the instructor. A study of creating and executing integrated promotional campaigns including a great deal of focus on advertising and sales. The class will also examine how advertising and sales are driven by an organization's greater marketing efforts.

427. Marketing Research (3 s.h.)

Prerequisites: BA 334 and MA 205. This course is designed to educate the student in the application of research methodology to marketing and business problems. It emphasizes locating information sources, questionnaire construction, sampling, data collection, analysis, and interpretation and presentation of data from both a consumer behavior and a business to business perspective. The class will also examine how an understanding of marketing research and consumer behavior helps create effective marketing.

428. Global Competitive Intelligence (3 s.h.)

Prerequisite: 334. This course is an overview of the competitive intelligence process, including information collection,

intelligence analysis, and intelligence process assessment from a global perspective. Students will identify opportunities and appropriate techniques to improve the efficiency and effectiveness of a corporation's business and CI system, and learn to implement and manage CI systems.

451. Advanced Accounting (3 s.h.)

Prerequisite: 351. Emphasizes the various aspects of accounting entities as related to business combinations, acquisitions, consolidations, reorganizations, and liquidations. Alternate years.

456. Income Tax (3 s.h.)

Prerequisite: 251. An accounting course in the computation of individual and business income taxes. Procedure in accordance with existing federal laws on the subject is thoroughly studied with emphasis on those points which are encountered by the average businessman. Alternate years.

458. Auditing (3 s.h.)

Prerequisite: 351. A capstone accounting course designed for those students who will pursue a public accounting career. Alternate years.

460. Accounting Information Systems (3 s.h.)

Prerequisites: BA 252 and 222. A study of the role of information systems within a business organization. Emphasis is placed on developing an understanding of and an appreciation for the design and control of information systems. The course includes an examination of the interaction that accountants could have with accounting systems in both public and corporate accounting. Alternate years.

490. Business Strategy (3 s.h.)

Prerequisites: BA 324, 333, 334, 345, 343, and 359. Strategic Management is the "capstone" or senior seminar course for the Business Concentration designed to integrate the functional knowledge of accounting, finance, marketing and management in a corporate (profit and non-profit) environment. Analyses and presentations of case studies are used to develop and implement company strategies for creating sustainable competitive advantages. Further, the course presents materials necessary to develop a corporate management audit plan (e.g., Malcolm Baldrige National Quality Award criteria).

499. Business Internship (3 s.h.)

Prerequisites: BA 221, 222, 251, 252, 333, 334 or permission of the instructor. This course is designed to give students a practical work experience of at least 90 hours in a field related to their concentration. The student receives prescribed management and marketing experiences in a business under the supervision of professional employees and a faculty member. Offering is dependent upon availability of qualified internship positions. Pass/Fail.

Chemistry and Physics

Professors Thomas, Bruce, Hayden, Michonova-Alexova, Schelp

The Department of Chemistry and Physics prepares students for graduate study in biochemistry, chemistry, physics, and related sciences; for careers in the chemical industry, environmental science, and governmental laboratories; for entering the health professions, including medicine, dentistry, and pharmacy; for further study and careers in engineering fields; and for non-traditional careers such as industrial management, marketing, or law. Since an understanding of chemistry and physics is essential in the study of other disciplines and for a proper understanding of the technological society in which we live, the Department provides service courses for the basic curriculum and for

other major areas of study. The Department seeks to help students to communicate effectively, to reason abstractly, and to develop an understanding of the natural environment.

Chemistry Major (CH)

The Bachelor of Science degree in Chemistry is designed for those students intending to pursue a career in chemistry, either those planning to do graduate work leading to the M.S. and/or Ph.D. degrees, or those planning to become industrial or governmental chemists. The Bachelor of Arts degree in Chemistry is primarily designed to provide a strong background for premedical, pre-dental, and pre-pharmacy students. It can also be modified to prepare students for careers in non-traditional areas.

The Bachelor of Science degree in chemistry requires 38 hours in chemistry, consisting of 101, 102, 214, 215, 216, 217, 305, 315, 306 or 320 or 322, 401, 402, 405 and 415. In addition, Math 141, 142, Physics 111 or 121 and one course chosen from Physics 220, Physics 205, Biology 202, Biology 211 and Biology 303 are required. Students intending to enter graduate school are encouraged to take Math 241, 242 and one more Physics course above the 200 level.

The Bachelor of Arts degree in Chemistry requires 30 hours in chemistry, consisting of 101, 102, 214, 215, 305, 315, 401, 415, and two additional chemistry courses from 216-217, 306, 320, 322, 402, or 405. In addition, Math 141, 142, Physics 111 or 121 and one course chosen from Physics 220, Physics 205, Biology 202, Biology 211 and Biology 303 are required. Pre-medical and pre-dental students should choose Chemistry 216-217 and 320 or 322 as their two additional chemistry courses.

The Bachelor of Science degree in Chemistry with an emphasis in Biochemistry is designed for the chemistry major who plans to enter graduate school in biochemistry or to enter the work force in fields where a knowledge of biochemistry is useful. The degree is also designed for students who plan to enter medical school, dental school, or pharmacy school. This degree requires 38 hours in chemistry, consisting of 101, 102, 214-217, 305, 315, 320, 322, 323, 401, 405 and 415. In addition, Math 141, 142, Physics 111 or 121 and one course chosen from Physics 220, Physics 205, Biology 202, Biology 211 and Biology 303; and Biology 110 and 111. Students intending to enter graduate school are encouraged to take Chemistry 402 and two additional biology courses at or above the 200 level.

The Bachelor of Arts degree in Chemistry with an emphasis in Biochemistry is designed for the chemistry major who is proposing to enter medicine or another health profession. This degree requires 33 hours in chemistry, consisting of 101, 102, 214-217, 305, 315, 320, 322, 401 and 415. In addition, Math 141, 142; Physics 111 or 121 and one course chosen from Physics 220, Physics 205, Biology 202, Biology 211 and Biology 303; and Biology 110 and 111. Students are encouraged to take two additional biology courses at or above the 200 level.

The Minor in Chemistry requires 101, 102, 214/5 and 10 s.h. chosen from the following courses: 216/7, 305, 306, 320, 322, 323, 401, 402, and 405.

The Department of Chemistry and Physics will grant the designation "Honors in Chemistry" to those students meeting the following requirements:

1. Completion of 33 s.h. of chemistry courses at Erskine with a GPA of 3.6 or better.
2. Completion of 4 s.h. of research during the academic year or completion of a summer undergraduate research program.
3. A research presentation at a national or regional meeting of ACS, CUR or the equivalent.
4. An average national ranking of 60 percent or better on the ACS exams in general, organic, analytical and physical chemistry.

Students seeking honors should declare their intent to the Department in their junior year.

Students seeking teacher certification in chemistry must complete the requirements for the Bachelor of Arts degree in Chemistry and a Minor in Secondary Education. Chemistry 217-217 and 306 must

be chosen as their two additional chemistry courses. Biology 110, Physics 120, and Physics 121 are required. These requirements can also be met with the Bachelor of Arts in Chemistry with an emphasis in Biochemistry or the Bachelor of Science with an emphasis in Biochemistry, but the student must work very closely with the Department of Chemistry and the Department of Education to ensure all required coursework is completed prior to student teaching.

101. Chemical Principles I (4 s.h.)

Fundamental chemical principles are emphasized in class and laboratory. Topics covered include: atomic theory and atomic structure; chemical formulas and equations; thermochemistry; behavior of gases; the Periodic Table; chemical bonding; liquids and solids; and solutions. Students in this course will be taught to reason abstractly and to develop an understanding of the natural environment. Outstanding students with a strong background in chemistry may obtain credit for this course by passing the Proficiency Examination. Weekly lab. Credit may not be awarded for both Chemistry 101 and Chemistry 105.

102. Chemical Principles II (4 s.h.)

Prerequisite: 101. A continuation of the study of the principles of chemistry. Topics covered include: spontaneity of reaction; chemical equilibrium; rates of reaction; acids and bases; coordination compounds; oxidation and reduction reactions; electrochemical cells; and nuclear chemistry. Students in this course will be taught to reason abstractly and to develop an understanding of the natural environment. Weekly lab.

104. Freshman Chemistry Laboratory (1 s.h.)

Prerequisite: consent of Department. A course consisting of the laboratory portion of Chemistry 101 or 102. The course is restricted to incoming students who have earned credit for the course content of Chemistry 101 or 102 but who do not have college level laboratory skills. Course may be repeated if a student requires laboratory instruction from both courses.

105. Concepts in Chemistry (4 s.h.)

A course in chemistry for non-science majors designed to provide an understanding and appreciation of (1) the nature and methods of science (2) some of the fundamental laws and theories of chemistry, and (3) the role of science in society and how it relates to other areas of human endeavor. Students in this course will be taught to reason abstractly and to develop an understanding of the natural environment. This course will not serve as a prerequisite for more advanced science courses. Weekly laboratory. Credit may not be awarded for both Chemistry 101 and Chemistry 105.

211. Mentored Research in Chemistry (1-3 s.h.)

Prerequisite: consent of Department. A course in mentored research for exceptional freshman and sophomore students in a variety of fields of Chemistry. Credit depends upon time devoted to project. Pass/Fail.

214. Organic Chemistry I (3 s.h.)

Prerequisites: 101, 102 or equivalent. A systematic study is made of the principal classes of carbon-containing compounds: their structures, nomenclature, physical properties, preparation, and characteristic reactions. These unifying concepts are stressed: (1) the structures of organic compounds determine their properties and reactions, and (2) there exists a limited number of mechanisms by which organic compounds react. This course emphasizes the mechanistic pathways and synthetic utility of organic reactions.

215. Organic Chemistry I Lab (1 s.h.)

A laboratory course that must be taken concurrently with CH 214. Provides training in the preparation, purification, and identification of organic compounds.

216. Organic Chemistry II (3 s.h.)

Prerequisite: 214. This course continues the study of the principles of organic chemistry begun in 214. In addition, the spectroscopic characterization of organic compounds is introduced.

217. Organic Chemistry II Lab (1 s.h.)

A laboratory course that must be taken concurrently with CH 216 and after completion of Organic Chemistry I Lab. Synthetic techniques and the application of spectroscopy to structure determination are emphasized.

305. Quantitative Analysis (5 s.h.)

Prerequisite: Grade of "C" or better in 102. A course in analytical chemistry including gravimetric, volumetric and basic instrumental methods of analysis. Topics covered include: acid-base equilibrium; acid-base titration; complexometric titration; precipitation reactions; oxidation-reduction reactions; electro-chemical analysis; ultraviolet-visible spectroscopy; atomic absorption spectroscopy; and gas chromatography. Problem solving is emphasized. Laboratory (six hours a week) consists of analysis of unknowns by standard volumetric, gravimetric and instrumental methods.

306. Inorganic Chemistry (3 s.h.)

Prerequisites: 214-217. Selected topics in modern inorganic chemistry. Areas of emphasis to include: transition metal complexes, crystal field theory, reactions of transition metal complexes, bioinorganic complexes, solid state structures and theory, and descriptive chemistry of some representative elements.

315. Junior Seminar (1 s.h.)

An introduction to the chemical literature and to scientific writing. Required of all majors.

320. Biochemistry (3 s.h.)

Prerequisite: a C or better in 216. An in-depth study of the structures and physical properties of amino acids, proteins, enzymes, carbohydrates and lipids. Additional topics include enzyme kinetics, enzyme mechanisms and the thermodynamics and regulation of biochemical processes.

322. Advanced Biochemistry (3 s.h.)

Prerequisites: 214-217; 320. An in-depth study of the chemical reactions that constitute metabolism. In particular, the ways in which cells extract energy and reducing power from their environment will be examined. The pathways by which cells synthesize amino acids, lipids, nucleotides and other biomolecules will be studied.

323. Advanced Biochemistry Lab (1 s.h.)

Prerequisite 320. Laboratory work investigating areas such as enzyme catalyzed reactions, amino acid analysis, and protein purification.

401. Physical Chemistry I (4 s.h.)

Prerequisites: 102, Math 141 and 142. Classical thermodynamics will be examined with application to the areas of chemical equilibrium, phase equilibria, and electrochemistry. Chemical kinetics will also be studied. Weekly lab.

402. Physical Chemistry II (4 s.h.)

Prerequisite: 401. The theories of quantum mechanics will be developed and applied to model systems. Applications of quantum mechanics to spectroscopy and statistical mechanics will be examined. Weekly lab.

405. Instrumental Methods of Analysis (4 s.h.)

Prerequisite: 214-217, 305. A survey of the theory and practice of modern analytical instrumentation. Topics covered include:

ultraviolet-visible spectroscopy; infrared spectroscopy; nuclear magnetic resonance spectroscopy, mass spectrometry; gas and liquid chromatographic methods of analysis; atomic absorption spectroscopy; and electrochemical methods of analysis. Weekly lab.

410. Independent Study (Credit to be determined)

Individual project.

411. Research in Chemistry (1-3 s.h.)

Prerequisite: Consent of department. Honors course of supervised research in a variety of chemical fields. Credit depends on problem selected and time devoted. Pass/Fail.

415. Senior Seminar (1 s.h.)

This course will provide students the opportunity to communicate the results of scientific investigation. Each student will give two oral presentations to the class and submit a senior thesis. Required of all majors.

444. Special Topics in Chemistry (1-3 s.h.)

Prerequisite: Consent of instructor. An elective for advanced students. Offers an opportunity to study an advanced area of chemistry. Specific course topics will vary according to professor and student interest. Possible topics include: group theory, liquid crystals, surface chemistry, experimental techniques, stereochemistry, polymer chemistry, structure-reactivity relationships, reaction mechanisms, and synthesis in organic and biochemistry. Offered on demand.

Physics Major (PH)

The Bachelor of Science degree in physics is designed for those students intending to do graduate work in physics or engineering, or those planning to become industrial or governmental physicists. The Bachelor of Arts degree in physics is designed to prepare students to enter related or interdisciplinary fields and to provide students with the physics content proficiency required to teach at the secondary level.

The Bachelor of Science degree in Physics requires 37 hours in physics, consisting of 110 or 120, 121, 220, 315, 330, 340, 415, 420, and 15 additional hours chosen from 205, 221, 331, 341, 344, 410, 411, 440, and CH 401. In addition Chemistry 101, 102, and Math 141, 142, 241, and 242 are required. Students planning on a career in engineering are encouraged to take Physics 205, Math 271, and additional courses depending on the branch of engineering. Students intending to go on to graduate school in physics are encouraged to take Physics 341, 440, CH 401, and Math 321.

The Bachelor of Arts degree in Physics requires 28 hours in physics, consisting of 110 or 120, 121, 220, 315, 330, 340, 415, and eight additional hours chosen from 205, 221, 331, 341, 344, 410, 411, 420, 440, and CH 401. In addition Chemistry 101 and 102, and Math 141, 142, 241, and 242 are required. Students may not receive credit for both PH 110 and PH 120, nor for both PH 111 and PH 121.

The Minor in Physics requires 110 or 120, 111 or 121, 220, and six additional hours in physics at the 200 level or above.

The Department of Chemistry and Physics will grant the designation "Honors in Physics" to those students meeting the following requirements:

1. Completion of 31 s.h. of physics courses with a GPA of 3.6 or better.
 2. Completion of 3 s.h. of research during the academic year or completion of a summer undergraduate research program.
 3. A research presentation at national or regional meeting of APS, SCAS, or the equivalent.
 4. A national ranking of 60 th percentile or better on the Physics Major Field Achievement Test.
- Students seeking honors should declare their intent to the Department in their junior year.

106. Astronomy (4 s.h.)

Prerequisite: High school algebra. An introduction to the constellations, history of astronomy, use of telescopes, the solar system, spectra of stars, binary and variable stars, life cycle of stars, stellar distances, galaxies, relativity, and cosmology. Includes weekly labs.

110. General Physics I (4 s.h.)

Prerequisite: High school algebra. An introduction to motion, forces, energy, momentum, heat, sound, and waves. Approximately 20 lab activities give students hands-on experience applying physical concepts.

111. General Physics II (4 s.h.)

Prerequisite: PH 110 or PH 120. An introduction to electricity and magnetism, optics, special relativity, atomic structure, and nuclear physics. Approximately 20 lab activities give students hands-on experience applying physical concepts.

120. Principles of Physics I (4 s.h.)

Co-requisite: MA 142. A calculus-based introduction to motion, forces, energy, momentum, and heat. Approximately 24 lab activities give students hands-on experience applying physical concepts.

121. Principles of Physics II (4 s.h.)

Prerequisite: MA 142 and either PH 110 or PH 120. A calculus-based introduction to waves, sound, electricity, magnetism, light, and optics. Approximately 24 lab activities give students hands-on experience applying physical concepts. Required of all physics majors.

205. Electronics (3 s.h.)

Corequisite: MA 142. A predominantly lab-based overview of both analog and digital electronics. Offered alternate years.

220. Modern Physics I (4 s.h.)

Prerequisites: PH 111 or PH 121; MA 142. An overview of principles and applications of relativity and quantum mechanics. Includes weekly labs. Required of all physics majors.

221. Modern Physics II (3 s.h.)

Prerequisite: PH 220. An in-depth study of select applications of relativity and quantum mechanics. Topics are chosen from each of the following fields: atomic, molecular, solid state, nuclear, elementary particle, and cosmological physics. Offered alternate years.

315. Physics Junior Seminar (1 s.h.)

A course in which physics juniors have several opportunities to read, write, and speak about current topics in physics. Required of all physics majors.

330. Classical Mechanics I (3 s.h.)

Prerequisites: PH 110 or PH 120; MA 142. A study of particle motion using Newtonian, Lagrangian, and Hamiltonian approaches. Particular attention is paid to oscillations, spherically symmetric potentials, and noninertial reference frames. Required of all physics majors. Offered alternate years.

331. Classical Mechanics II (3 s.h.)

Prerequisite : PH 330. A study of systems of particles. Topics include: rigid body motion, continuous systems, and introductory statistical mechanics. Offered alternate years.

340. Electricity and Magnetism I (3 s.h.)

Prerequisites: PH 121 and MA 142. A study of electrostatics, magnetostatics, and electrodynamics. Required of all physics majors. Offered alternate years.

341. Electricity and Magnetism II (3 s.h.)

Prerequisite: PH 340. A study of Maxwell's equations. Topics include: electromagnetic radiation, potentials and fields, and special relativity. Offered alternate years.

344. Special Topics in Physics (1 - 4 s.h.)

Prerequisite: Consent of instructor. An opportunity to study topics outside of the regular physics curriculum. Some possible topics are: optics, solid state physics, computational physics, mathematical methods of physics, and advanced quantum mechanics. May be repeated for credit.

410. Independent Study (Credit to be determined)

Prerequisite: Consent of instructor. Supervised study with a faculty member on a specialized topics in physics.

411. Research in Physics (1-3 s.h.)

Prerequisite: Consent of instructor. Supervised research with a faculty member on a contemporary topic in physics.

415. Physics Senior Seminar (1 s.h.)

A capstone course for physics seniors. Students prepare a technical paper on physics research and orally present their findings. Required of all physics majors.

420. Advanced Physics Lab (2 s.h.)

Prerequisites: PH 220 and three additional semester hours at the 200 level or above. Experimental investigations of topics across the physics curriculum emphasizing lab technique, data analysis, and communication of results.

440. Quantum Mechanics (3 s.h.)

Prerequisite: PH 220. A study of Hilbert space, the Schrödinger equation, the harmonic oscillator, hydrogenic atoms, angular momentum, spin, and perturbation theory. Offered alternate years.

Education

Professors Emery, Bruce, Jumper, Smith, Tracy

The Department of Education prepares teacher education candidates to assume professional positions as certified teachers in public schools in South Carolina. The Teacher Education Program is accredited by National Council for Accreditation of Teacher Education (NCATE) and approved by the State Board of Education. Majors may be earned in Early Childhood Education (grades PK-3), Elementary Education (grades 2-6), Special Education Multi-Categorical Mild Disabilities (grades K-12), and Physical Education (grades K-12). Minors in Secondary Education (grades 9-12) may be earned in the following areas: English, Chemistry, Mathematics and Social Studies.

Conceptual Framework

The mission of the Teacher Education Program at Erskine College is to prepare teachers who transform education through captivating leadership, creative instruction and caring relationships. By being transformational teachers, Erskine teacher candidates are knowledgeable, caring educators

who have a passion for learning and who can develop that passion in their students. Erskine teacher candidates promote learning through designing and implementing innovative teaching strategies that create successful experiences for all students. Erskine teacher candidates are skilled communicators and collaborators who create supportive, inclusive environments for learning. They are thoughtful educators who critically reflect on practice. They are committed to lifelong learning in order to help all students achieve their fullest potential.

Transformational teachers are professionals who believe that teaching is more than a career – it is a calling. Erskine teacher candidates are committed to providing the leadership that changes individuals, classrooms, schools and communities so that all people have an opportunity to develop and grow as unique individuals. Erskine teacher candidates are willing to explore creative, research-based and standards-based teaching strategies that meet diverse learning needs. They are dedicated to developing the commitments and dispositions necessary to become caring teachers who as facilitators of learning view themselves as counselors and advisors not just as imparters of knowledge.

Erskine College is a liberal arts college that focuses on “Christian commitment and excellence in learning.” The campus environment supports the development of leading, learning and caring within a collaborative, collegial model of interacting. The Teacher Education Program is a field-based program where teacher candidates supported by this campus environment strengthen their skills as leaders, instructors, and mentors through a program that continually links theory and classroom practice. Erskine College is an educational experience that challenges students to join “Knowledge with Morals”. The Conceptual Framework which stresses that teaching is a calling creates a framework for teacher candidates to consider the impact of knowledge on the emotional, social, moral, and cognitive development of the child.

Dispositions – Beliefs that Drive Actions

Erskine teacher candidates base their actions and decisions on the following beliefs:

1. A belief that teaching is a special calling;
2. A commitment to the concept that each child is unique and that developing learning experiences based upon individual needs will lead to success;
3. A belief that maximum learning occurs in an environment based on the establishment of caring relationships;
4. A commitment to the concept that a teacher is a leader who can change education through implementation of best practices and involvement in the total learning community;
5. A belief that teaching is all about problem solving based on a commitment that there is never just one way to meet the needs of diverse learners.

Teacher Education Program Standards

All teacher candidates are evaluated both in Education class assignments and in field experiences to include student teaching using the following 10 ADEPT Performance Standards and 34 Key Elements that define these Standards. The 10 ADEPT Performance Standards are the standards adopted by South Carolina for evaluating teachers and are as follows :

1. Long-Range Planning
2. Short-Range Planning of Instruction
3. Short-Range Planning, Development and Use of Assessments
4. Establishing and Maintaining High Expectations
5. Using Instructional Strategies to Facilitate Learning
6. Providing Content for Learners

7. Monitoring, Enhancing and Assessing Learning
8. Maintaining an Environment that Promotes Learning
9. Managing the Classroom
10. Professional Responsibilities

Departmental Honors

The Department of Education will grant the designation “Honors in Education” to those students majoring in Early Childhood Education, Elementary Education, or Special Education who meet the following requirements:

1. Completion of all Education courses with a GPA of 3.6 or better.
2. Completion of all coursework with a cumulative GPA of 3.3 or better.
3. Completion of a research paper and project supporting the Department of Education Conceptual Framework and presentation of this research at a faculty approved regional Education conference.
4. A score on the required Praxis II tests for the designated Education major of 10 percent or higher than the minimum required State passing score.

Students seeking honors should declare their intent to the Department in their junior year.

Initial Coursework Prior to Admittance to the Teacher Education Program

Students planning to major in Early Childhood Education, Elementary Education, or Special Education will begin taking Education courses prior to admission to the program: ED 202 during Winter Term of freshman year; SE 212 and SE 213, during 1st semester sophomore year, and ED 210, SE 214, (Special Education major only), and PA 122 during 2nd semester sophomore year.

Students seeking a Secondary Education minor will take ED 202 during Winter Term of freshman year and SE 212 and SE 213 during the first semester sophomore year.

Those students who receive credit for completing Teacher Cadets in a certified high school program will receive three hours of credit (ED 103) and will not be required to take ED 202 during Winter Term of the freshman year but will be required to take ED 104 during Winter Term of the freshman year.

Students who have not been admitted to the Teacher Education program by January 31 of their junior year will not be allowed to take any more Education courses and will not be able to graduate in four years with a degree in Education. Students who are not admitted to the Teacher Education program by the end of the Sophomore year must petition the Teacher Education Committee to receive permission to take 300 and 400 level Education/Special Education courses.

Gate 1: Admission to Teacher Education Program

Students who desire to major or minor in Education must apply to the Department of Education for admission to the Teacher Education Program. In order to apply, students must have obtained passing scores on the reading, mathematics, and writing tests of PRAXIS I or obtained 1100 combined verbal and mathematics score on the SAT taken prior to March 2005 or 1650 on the SAT after March 2005 or obtained a score of 24 on the ACT. Applications should be submitted by April 1 of the sophomore year but no later than November 15 of the junior year. Failure to be admitted by January 31 of the junior year will result in the student being ineligible to remain as an education major or minor and to enroll in 300/400 level education classes. To be eligible for admission to the Teacher Education Program, the following requirements must be met:

1. Cumulative grade point average of 2.5 by end of the semester seeking admittance.
2. Passing scores on PRAXIS I – reading, mathematics, writing – or obtained 1100 combined verbal and mathematics score on the SAT taken prior to March 2005 or 1650 on the SAT after March 2005 or obtained a score of 24 on the ACT.

3. Obtain a 3.0 average or better (with no grade below a C) on following coursework:
 - Erskine Seminar 101, English 102 or 103
 - Special Education 212 and Education 202 or 104
 - Mathematics 107 or 141
4. Passing grade on Field Experiences, ED 202 or ED 104 and SE 213.
5. Submit and gain approval on a Teaching Portfolio which must include:
 - A. Philosophy of Education Statement
 - B. Resume
 - C. Reflective Summary of Prior Experiences and community service working with children, young adults, or other individuals
 - D. Effective Teaching Profile
 - Field Experience Reflections (ED 202 and SE 213)
 - Field Experience Evaluations (ED 202 and SE 213)
 - E. Spontaneous Writing Sample
6. Three recommendations from faculty members with an average score of 2.0 or better on the recommendation dimensions.
7. Provide a statement of disclosure concerning all prior convictions including felonies and misdemeanors (as outlined by Policy Guidelines for South Carolina Teacher Education Units - March 2005).
8. Successful interview with Teacher Education Committee representatives.
9. Approval by Teacher Education Committee. Possible Ratings: Recommended, Recommended With Suggestions, Not Recommended (If candidate is Recommended With Suggestions, he/she must meet with the Head of the Department of Education to draft a remediation plan with benchmarks and timeline. Failure to meet the remediation goals will result in dismissal from the Program.)

Gate 2: Maintenance of Good Standing

Teacher education candidates must maintain good standing within the Education Department during their Junior Year of studies to include the following:

1. Minimum of 2.5 cumulative GPR.
2. Minimum of grade C in all professional education courses. All education courses and PA 122, PE 201, AR 301, MA 351, MA 355, and MU 305 in which the teacher education candidate earns a letter grade of D or less must be repeated.
3. Meeting the goals of the remediation plan if teacher candidate was admitted with suggestions to the Teacher Education Program.
4. Ratings averaging 2.5 or higher by Education Faculty on Conceptual Framework, ADEPT, and Dispositions at the end of the Junior Year. If ratings fall below 2.5, the candidate must draft a remediation plan with the Head of the Department of Education. Failure to meet the remediation plan goals will result in dismissal from the program.
5. Teacher education candidates whose GPR falls below 2.5 will be placed on academic probation for one semester within the Education Department in order to bring the GPR up to 2.5 or better. At the end of the academic probation semester, Education Department faculty and Teacher Education Committee will meet to determine if the academic probation will be lifted or if the student will be re-advised to a different major.

Gate 3: Acceptance to Student Teach

Student teaching is the culminating pre-professional experience in Teacher Education. Teacher

Education majors and minors must apply for admission to student teaching by April 15 of the junior year for fall student teaching or Oct. 15 of the senior year for spring semester student teaching. Student teaching admission requirements include the following:

1. Successfully completing Gates 1 and 2.
2. Application form and Goals sheet completed with Director of Teacher Education.
3. Maintain Cumulative Grade Point Average 2.5 (GPA cannot fall below a 2.5 the semester prior to student teaching).
4. Completion of all coursework in Education with a minimum grade of "C" and pertinent coursework in major if minoring in Education.
5. Taken or submit proof of registration for Praxis II.
6. Portfolio submitted and approved from Teacher Education Admission with following additions:
 - A. Management Philosophy
 - B. Updated Philosophy of Education
 - C. Updated Resume – reflecting involvement and leadership
 - D. Effective Teaching Profile Updated
 - Field Experience Reflections (all 300/400 levels added)
 - Field Experience Evaluations (all 300/400 levels added)
 - Video Analysis of Field Experience Teaching
 - Average ADEPT ratings of 2.0 or better on each of the 10 dimensions
 - Average Ratings of 3.0 or better from Cooperating Teacher and College Supervisor on Conceptual Framework dimensions and Dispositions Evaluations
 - E. Demonstration of Ability to Plan (Long and Short Range Plan Examples)
 - F. Demonstration of Ability to Analyze K-12 Student Work Samples for Instructional Decision Making.
 - G. Evidence of Professionalism – Organizations, Conferences, Readings, etc.
7. Successful Interview with Director of Teacher Education.
8. Approval by Teacher Education Committee. Possible Ratings: Recommended, Recommended With Suggestions, Not Recommended (If candidate is Recommended With Suggestions, he/she must meet with the Director of Teacher Education to draft a remediation plan with benchmarks and timeline. Failure to meet the remediation goals will result in dismissal from the Program.)

Gate 4: Program Completion and Certification

Successfully completing the following requirements will result in the Teacher Education candidate being recommended for certification in the major or minor field of study.

1. Successful completion of student teaching with average ratings of 3.5 or higher on each of the 10 Performance Standards and 34 Key Elements of ADEPT.
2. Successful completion of all coursework, student teaching (see syllabus), and other requirements as listed in the Erskine catalog for graduation.
3. Ratings of 3.5 or better from Cooperating Teacher and College Supervisor on Conceptual Framework dimensions and Dispositions Evaluations
4. Professional Showcase Portfolio with passing scores (see Student Teaching Syllabus).
5. Successful Interview/Presentation with Education Faculty.
6. Demonstration of Impact on K-12 Student Learning.
7. Pass both Praxis II in area of certification and Praxis II: Principles of Learning and Teaching for appropriate grade level.
8. Maintained a 2.5 GPA.

Upon completion of all these requirements, the teacher candidate will be considered a program completer and be recommended for certification.

(Program Completers will receive follow-up surveys after their initial year of teaching. It is the expectation of this Program that these surveys will be returned.)

Petition Process

If a student fails to pass one of the four gates/transition points outlined for the Teacher Education Program, he/she may petition the Teacher Education Committee (TEC) as an appeals process. The TEC meets regularly in December and May. In order to petition, the student must:

1. Schedule a meeting with the Chair of Department of Education.
2. Write a letter of appeal (with any pertinent documentation attached) to the TEC.
3. Obtain a recommendation from advisor.
4. Meet with the TEC at a designated time for a 10 minute presentation and interview. (Student must clear with the Head of the Department of Education if he/she desires to bring other individuals to the meeting.)
5. Will receive written notification of decision made by TEC within 7 days.

Petitions for Fall Semester must be received by April 15. Petitions for Spring Semester must be received by November 30.

Security Check

The South Carolina Department of Education requires that a teacher candidate must complete the process of fingerprinting and certification security application by February 1 for Fall student teaching and by May 1 for Spring student teaching. The teacher candidate will be required to submit a non-refundable fee to the State Department of Education with this application. Although the student is required to complete this process in a timely manner in order to student teach, going through this process in no way guarantees that the student will pass the requirements for Gate 3: Acceptance to Student Teach.

Handbooks

All students will be required to obtain a Student Handbook and a Field Experience Handbook upon admission into the Teacher Education Program. These Handbooks contain policies that will guide the student throughout the process of obtaining certification. The teacher candidate also will receive an ADEPT Training Handbook upon enrollment in Education 422, 423, 424 or Special Education 426. This Handbook will guide the candidate through the final gate of completing the program and obtaining certification.

Early Childhood Education Major

The Early Childhood Education major prepares students to meet requirements for teacher certification in prekindergarten through Grade 3 in the public schools of South Carolina.

Major Requirements:

In addition to basic college requirements, the Early Childhood Education major requires the following: Education 202, 210, 300, 401, 404, 405, 406, 407, 408, 409, 411, 413, 414, 415, 422; Mathematics 351, 355; Special Education 212, 213; Physical Activity 122, Physical Education 201; Art 301; Music 305; and Psychology 201. Course sequences sheets available at the Education Department provide detail on when to enroll in the above courses. The Education courses have been designed to be taken together as a block each semester in a specific sequence with a supervised field experience.

The teacher candidate must enroll in the entire “block” of courses during the junior and senior year.

The teacher candidate will be required to be admitted to the Teacher Education Program in a timely manner as well as maintain good standing in the program, student teach, and complete all requirements for certification. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to declare a different major or minor than Education unless permission to continue taking courses is obtained from the Teacher Education Committee using the petition process.

Elementary Education Major

The Elementary Education major prepares students to meet requirements for teacher certification in Grades 2-6 in the public schools of South Carolina.

Major Requirements:

In addition to the college basic requirements, the Elementary Education major requires the following: Education 202, 210, 300, 308, 401, 402, 404, 405, 406, 407, 408, 413, 414, 415, 422; Special Education 212, 213; Mathematics 351, 355; Physical Activity 122 and Physical Education 201; Art 301; Music 305; and Psychology 201. Course sequence sheets available at the Education Department provide detail on when to enroll in the above courses. The Education courses have been designed to be taken together as a block each semester in a specific sequence with a supervised field experience. The teacher candidate must enroll in the entire “block” of courses during the Junior and Senior year. The teacher candidate will be required to be admitted to the Teacher Education Program in a timely manner as well as maintain good standing in the program, student teach, and complete all requirements for certification. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to declare a different major or minor than Education unless permission to continue taking courses is obtained from the Teacher Education Committee using the petition process.

Special Education, Multi-Categorical Mild Disabilities Major (K-12)

The Special Education Major prepares teacher education candidates to meet the requirements for South Carolina teacher certification in Multi-Categorical Mild Disabilities for teaching students with mild disabilities including mild mental disabilities, learning disabilities, and behavior disorders in grades K-12.

Major Requirements:

In addition to the college basic requirements, the Special Education major requires the following: SE 212, 213, 214, 301, 302, 303, 407, 408, 409, 416, 417, 418, 426; Education 202, 210, 300, 401; Mathematics 351, 352; Art 301; Music 305; and Physical Activity 122, Physical Education 201. Course sequence sheets available at the Education Department provide detail on when to enroll in the above courses. The Education courses have been designed to be taken together as a block each semester in a specific sequence with a supervised field experience. The teacher candidate must enroll in the entire “block” of courses during the junior and senior year.

The teacher candidate will be required to be admitted to the Teacher Education Program in a timely manner as well as maintain good standing in the program, student teach, and complete all requirements for certification. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to declare a different major than Education unless permission to continue taking courses is obtained from the Teacher Education Committee using the petition process.

Secondary Education Program

The Secondary Education minor enables students to meet the requirements of the State Board of Education and NCATE for teaching in the secondary public schools (grades 9-12) of South Carolina. Minors in Secondary Education (grades 9-12) may be earned in the following areas: English, Chemistry, Mathematics and Social Studies.

A student who plans to qualify for certification at the secondary level must major in the academic field in which certification will be sought. The student must complete the general, professional education courses as well as major course requirements to meet NCATE and SC State Board of Education approved requirements. Students should discuss their programs with their advisers in their major content areas and with the Chair of the Department of Education or the Department coordinator for secondary education early in their college careers.

Secondary minors must apply for admission into the Teacher Education Program by April 1 of the sophomore year (or not later than November 15 of the junior year) and submit passing scores on the required Praxis I tests (or meet the SAT/ACT requirement) as well as meet all the requirements listed in the Teacher Education Program Admission Requirements section of this catalog. The Secondary Education minors must maintain good standing, must complete the requirements for approval to student teach the semester prior to student teaching and must meet the requirements for program completion and certification. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to drop the minor in Education unless permission to continue taking courses in Education is obtained from the Teacher Education Committee using the petition process.

Courses that are requirements for minors in secondary teaching areas are also prerequisites for student teaching. They should be taken in the following sequence, and should be limited to one course each semester. ED 202 (Foundations and Teacher Shadow – freshman, Winter Term only), SE 212 and SE 213 (Intro to Exceptional Children – sophomore, Fall only), ED 301 and ED 418 (Secondary Reading – senior, Fall only), ED 302, 303, 304, or 305 depending on their content area of certification and ED 419 (Secondary Methods – junior, Spring only), and ED 300 (Principles of Learning and Diversity – junior, Fall). In the senior year, each student preparing to teach must complete student teaching (ED 423) and the corequisite course ED 408.

In addition to the above courses for certification, all secondary teacher education students must complete PE 201, AR 200 or MU 203 as well as all requirements for their major and for teaching in the content area. During the student teaching semester, no other courses except ED 408 may be taken without special permission.

Physical Education Program (K-12)

The Physical Education major enables students to meet the requirements of the State Board of Education and NCATE for teaching physical education in public schools (grade K-12) of South Carolina.

Physical Education majors should apply for admission into the Teacher Education Program by April 1 of the sophomore year or not later than November 15 of the junior year and submit passing scores on the required Praxis I tests (or meet the SAT/ACT requirement) as well as meet all the requirements listed in the Teacher Education Program Admission Requirements section of this catalog. The Physical Education majors must maintain good standing, must complete the requirements for approval to student teach the semester prior to student teaching and must meet the requirements for program completion and certification. Failure to meet these requirements will result in dismissal from the Teacher Education Program and the student will be required to drop the certification program in

Physical Education unless permission to continue taking courses in Education is obtained from the Teacher Education Committee using the petition process.

Courses that are requirements for physical education majors are also prerequisites for student teaching. They should be taken in the following sequence, and should be limited to one course each semester. ED 202 (Foundations and Teacher Shadow – freshman, Winter Term only), SE 212 and SE 213 (Intro to Exceptional Children – sophomore, Fall only), ED 210 (Human Growth and Development - sophomore, Spring Only), ED 301 and ED 418 (Secondary Reading– senior, Fall only), ED 420 (Field Experience and Methods Seminar – junior, Spring only), and ED 300 (Principles of Learning and Diversity – junior, Fall). In the senior year, each student preparing to teach must complete student teaching (ED 424) and the corequisite course ED 408.

Physical Education majors must also complete all requirements of the major as listed in this catalog under Physical Education.

Additional Information

1. The teacher education candidate must complete all Education coursework on-campus unless permission from the Chair of the Education Department has been granted in writing to do otherwise.

2. The teacher education candidate must have satisfactory ratings in all areas from cooperating and supervising teachers in all field experience courses. Failure to receive a passing score will result in immediate dismissal from the Teacher Education Program. Receiving a low pass in any field experience will require the candidate to make an appointment with the Director of Teacher Education and draft a remediation plan to be completed by the end of the next semester. Failure to complete a remediation plan is cause for dismissal from the Program.

3. If a student fails to meet requirements for Gates 1 and 2, he/she will be dropped from the Teacher Education Program and be required to declare a new major. If a student fails to meet requirements for Gate 3, he/she may declare another major or may petition the Teacher Education Committee to be allowed to graduate with a degree in Education without certification. However, under most circumstances, it is expected that each teacher candidate will complete all four gates (which means that each teacher candidate is expected to complete student teaching in order to graduate with an Education major).

4. A student who does not complete the Teacher Education Program but maintains a 2.5 GPA, passes all three parts of PRAXIS I prior to graduation, or obtained 1100 combined verbal and mathematics score on the SAT taken prior to March 2005 or 1650 on the SAT after March 2005 or obtained a score of 24 on the ACT, completes all the requirements of the first three gates of the program, and obtains a degree from Erskine College will have TWO years from the date of graduation to complete student teaching and be recommended for certification. A student who fails to meet these requirements will not be allowed to obtain teacher certification from Erskine College.

5. Obtaining and maintaining a GPA of 2.5, passing PRAXIS I: Reading, Writing, and Mathematics, or obtained 1100 combined verbal and mathematics score on the SAT taken prior to March 2005 or 1650 on the SAT after March 2005 or obtained a score of 24 on the ACT, passing the appropriate certification PRAXIS II area examinations, and completing admission procedures at program checkpoints are requirements established by SC Legislation and enforced by the SC Department of Education and NCATE as minimum standards for completing a preparation program and obtaining teacher certification.

6. To obtain recommendation for certification in Early Childhood from the Teacher Education Program at Erskine College, the teacher candidate must pass three PRAXIS II tests. The first test is The Education of the Young Child (#0021) which is also required by the South Carolina Department of Education. The second test is Elementary Education: Content Area Exercises (#0012) which is required by the Teacher Education Program. The third test is the Praxis II: Principles of Learning and Teaching Grades K-6 which is

required by the South Carolina Department of Education. To obtain recommendation for certification in Special Education, the candidate is required to take an additional PRAXIS II test, Elementary Education: Content Area Exercises(#0012).

Education (ED)

103. Professional Field Experience for Teacher Cadets (3 s.h.)

Prerequisite: Participation in high school Teacher Cadet Program in partnership with the Center for Educator Recruitment, Retention & Advancement and an institution of higher education. Core requirements of this course must include daily classes of at least one semester, study of various personnel in the educational system, discussion of all aspects of teaching, review of current education issues, and in-depth observations and participation in PK-12 classes. ED 103 will be in lieu of the on-campus four-credit course ED 202: Foundations and Teacher Shadow. However, to receive credit for ED 103, the student must successfully complete the one-credit course, ED 104: Fundamentals of Education.

104. Fundamentals of Education (1 s.h.)

Prerequisite: Participation in high school Teacher Cadet Program in partnership with S.C. Center for Educator Recruitment, Retention & Advancement and an institution of higher education. This course will be in lieu of three of the four credits of the on-campus ED 202: Foundations and Teacher Shadow. This course will require a selected sequence of seminars in educational foundations.

202. Foundations and Teacher Shadow (4 s.h.)

This course will provide a survey of the field of education, its objectives, organization, curriculum, administration and current trends. Major points of study include the history of education, demographics and changing trends. Attention will be directed to the requirements and qualification of teachers. The assignments in this course will be field-based and theory will be translated into practice experiences through a 35 hour experience in PK-12 school settings to include observation, participation and evaluation plus some lesson teaching. Recommended for freshmen. (Winter Term only)

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

Prerequisite: PY 201. This course will allow teacher candidates to study the growth and development of the individual across the life span with specific emphasis on the child from birth through 21 years including risk factors, developmental variations, and patterns of specific disabilities. The following areas of development will be studied: cognitive, language and literacy, social/emotional, and physical. Teacher candidates will develop skills in observing, recording, assessing, and reporting development of young children and youth. (Spring only)

300. Principles of Learning and Diversity (3 s.h.)

Prerequisite: Admission to the Teacher Education Program. A consideration of psychological principles as they apply to the learning and teaching processes; individual differences including diversity and exceptionalities, theories of learning, introduction to tests and measurements, and the relationship of teaching and learning theories to physical, social, emotional, and intellectual development. Special emphasis will be placed on understanding factors that influence the learning of diverse and at-risk populations to include racial, ethnic, gender, socio-economic, and cultural differences. (Juniors, Fall only)

301. Teaching of Reading in the Secondary Schools (3 s.h.)

Prerequisite: Admission to Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 418. In becoming educational leaders, all secondary content area teachers have the responsibility of helping their students learn through the use of print and non-print texts. The major goal of this course is to provide course participants with the competencies needed for teaching reading and writing skills in their respective content areas of English, Chemistry, Mathematics, Social Studies, and

Physical Education certification majors. The course emphasizes strategies that promote active student learning, diagnosis of reading difficulties, and study deficits of secondary school students from culturally diverse backgrounds. (Juniors - Secondary Mathematics minors, Seniors - All other Secondary minors and Physical Education certification majors, Fall only)

302. Methods of Secondary Education for Social Studies (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 419. An examination and evaluation of the various methods used in high school teaching in the area of Social Studies. Topics studied include classroom management, standards-based teaching (both SC Curriculum Standards and NCSS Standards), preparation of long-range plans and daily plans, use of various teaching models, strategies and technology, development and implementation of various forms of assessment, and modification of plans to meet the needs of exceptional learners. A parallel advanced level field experience (ED 419) of 25 hours of teaching lessons and units in a public school 9-12 Social Studies classroom is required. (Juniors, Spring only)

303. Methods of Secondary Education for Mathematics (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 419. An examination and evaluation of the various methods used in high school teaching in the area of Mathematics. Topics studied include classroom management, standards-based teaching (both SC Curriculum Standards and NCTM Standards), preparation of long-range plans and daily plans, use of various teaching models, strategies and technology, development and implementation of various forms of assessment, and modification of plans to meet the needs of exceptional learners. A parallel advanced level field experience (ED 419) of 25 hours of teaching lessons and units in a public school 9-12 Mathematics classroom (add) is required. (Juniors, Spring only)

304. Methods of Secondary Education for English (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 419. An examination and evaluation of the various methods used in high school teaching in the area of English. Topics studied include classroom management, standards-based teaching (both SC Curriculum Standards and NCTE Standards), preparation of long-range plans and daily plans, use of various teaching models, strategies and technology, development and implementation of various forms of assessment, and modification of plans to meet the needs of exceptional learners. A parallel advanced level field experience (ED 419) of 25 hours of teaching lessons and units in a public school 9-12 English classroom (add) is required. (Juniors, Spring only)

305. Methods of Secondary Education for Chemistry (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 419. An examination and evaluation of the various methods used in high school teaching in the area of Chemistry. Topics studied include classroom management, standards-based teaching (both SC Curriculum Standards and NSTA Standards), preparation of long range plans, daily plans and safety plans, use of various teaching models, strategies and technology, development and implementation of various forms of assessment, and modification of plans to meet the needs of exceptional learners. A parallel advanced level field experience (ED 419) of 25 hours of teaching lessons and units in a public school 9-12 Chemistry classroom is required. (Juniors, Spring only)

308. Teaching Language Arts in the Elementary School (2-6) (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 404, ED 414 and MU 305. A course designed to help to prepare students to implement the language arts program in the elementary grades based on national curriculum standards. Foundations for the language arts program, knowledge of subject matter, teaching methods, and materials in major language arts areas including listening, speech, and the written communicative skills (spelling, handwriting and grammar) are included. (Juniors, Spring only)

401. The Teaching of Reading (PK-6) (4 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites for Early Childhood/Elementary Majors, ED 405, 407, 415; For Special Education Majors, SE 407, 409, 418. A developmental, integrated balanced literacy approach to teaching reading with special emphasis given to understanding principles of best practices derived from scientific research, classroom-tested approaches, national and state standards. Focus will be on language and early literacy, phonemic awareness, phonics, comprehension, vocabulary, fluency, writing, content area reading, study skills and assessment. Attention will be given to new literacies that support students' use of technology (Seniors, Fall Only)

402. Methods and Materials for Elementary Education (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 300, ED 406, ED 413, AR 301, MA 351. A study of the essential aspects of teaching competency; planning, implementation, and assessment of instruction based on national curriculum standards. Related topics include classroom organization and management; teaching and learning strategies; instructional aids and resources; use of technology; and professional development. (Juniors, Fall only)

404. Teaching of Social Studies PK-6 (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 308, ED 414, MU 305, MA 355, ED 411. A course designed to enable students to plan and implement lessons and units, and assess appropriate instruction in social studies for PK-6 students based on national curriculum standards. Focus will be on basic concepts and principles that undergird the disciplines comprising the social studies, including knowledge, skills, processes, attitudes, values and career clusters/pathways. (Juniors, Spring only)

405. Teaching Science and Math PK-6 (4 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 407, ED 415, ED 401. A course designed to enable students to plan, implement, assess, and integrate appropriate instruction in science and math for PK-6 students based on national curriculum standards. Focus will be on teaching knowledge and skills that will enable PK-6 students to become scientifically and mathematically literate individuals; to understand science and math concepts and processes; to relate science, math, technology, and society; and to realize the value of science and math in everyday life. (Seniors, Fall only)

406. Children's Literature PK-6 (2 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 401, ED 402 or ED 409, ED 413, AR 301, MA 351. Introduction to the range and types of literature available for children, that includes basic critical approaches to literature, and representative novels, stories, poems and informational books with an emphasis on the reading-writing connection. (Juniors, Fall only)

407. Classroom Management (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 401, ED 405, ED 407, ED 415. This course is designed to provide an overview of the current research and issues relating to individual and classroom management for Early Childhood and Elementary classrooms. The primary components include: creating the classroom environment; establishing a culture for learning; managing classroom procedures; managing student behavior including crisis management, conflict resolution and bullying. A major emphasis is on the primary discipline models in the field. Teacher candidates will be able to articulate a management philosophy and develop comprehensive management plans. (Seniors, Fall only)

408. Collaboration/Professionalism (2 s.h.)

Prerequisite: Acceptance to Student Teach. Corequisite: ED 422, ED 423, or ED 424/PE 424. This course will focus on the development of multiple strategies to involve families in collaborative relationships that promote the intellectual, social,

emotional and physical growth of their children within the structured learning environment of schooling. Teacher candidates will participate in collegial activities that sustain productive learning environments and support the well-being of students. They will increase awareness of the resources of the larger community environment that influences student learning. Candidates will develop a systematic process for evaluating the effects of their professional decisions and actions on families and other professionals. They will demonstrate an in-depth understanding of the interrelationships and interdependencies among the various professionals and activities that constitute the disciplines, content, and processes of elementary, early childhood, special education, secondary education and physical education. (Seniors)

409. Curriculum and Assessment of the Young Child (PK-3) (3 s.h.)

Prerequisite: Admission to Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 300, ED 406, ED 413, AR 301, MA 351. Focus of the course is on understanding principles of developmentally appropriate practice and effects of the environment on cognitive, affective, and psychomotor development of the young child. Included are studies of the historical context of early childhood education, developmental and curriculum theories, the role of the teacher, and parent and community involvement. Candidates explore the goals, benefits, and uses of assessment. Appropriate assessment tools are used to evaluate student progress and to develop parent reports. Includes field trips to a variety of early childhood provider sites. (Juniors, Fall only)

410. Independent Study (Credit to be determined)

Prerequisite: Consent of instructor. Content will consist of investigation of problems of an advanced nature relative to the major field of study of particular interest to the student.

411. Methods and Materials in Early Childhood Education (PK-3) (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 404, ED 414, MU 305, MA 355. A course emphasizing a developmentally appropriate approach to teaching and learning in an early childhood environment. All aspects of child development are considered as students study planning techniques and building a repertoire of instructional strategies and learning activities for diverse children. The primary components include understanding and building relationships with families and children, classroom organization and management, positive discipline, learning through technology, understanding content in each curriculum area, and building self-esteem. Observation in an early childhood setting is required. (Juniors, Spring only)

413. Field Experience 2, Early Childhood/Elementary (1 s.h.)

Prerequisite: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: ED 300, ED 409, ED 402, ED 406, AR 301, MA 351. An intermediate level experience consisting of 60 clock hours in an early childhood or elementary classroom. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Students observe and gradually participate through assisting individual students or small groups. Planning and reflective self-evaluations enable students to become aware of basics of teaching and progress toward managing the tasks of teaching. A Service Learning Project is required of all students. Cumulative Field Experience Portfolio required. Pass/LowPass/Fail. (Juniors, Fall only)

414. Field Experience 3, Early Childhood/Elementary (2 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 404, ED 308, ED 411, MU 305, MA 355. An intermediate level field experience consisting of 60 clock hours in an early childhood or elementary classroom. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Students observe and gradually assume responsibility for planning, implementing, and evaluating lessons and units. Reflective self-evaluations assist students in critical review of the abilities to motivate student learning and manage behavior. Grant writing and an action research project are required of all students. Cumulative Field Experience Portfolio required Pass/LowPass/Fail. (Juniors, Spring only)

415. Field Experience 4, Early Childhood/Elementary (1 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: ED 401, ED 405, ED 407, ED 408. An advanced level field experience consisting of 60 clock hours in the classroom. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Students will assume responsibility for planning, implementing, and evaluating lessons and a unit. Reflective self-evaluations will assist teacher candidates in critical review of their knowledge and skills in motivating student learning and managing behavior. Teacher candidates will be required to develop communication systems with families, use community resources in teaching, and team with mentors, peers, and curriculum specialists while planning and teaching. A Japanese Lesson Study Project will be required of all students. Pass//LowPass/Fail. (Seniors, Fall only)

418. Field Experience, Reading/Secondary (1 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisite: ED 301. An intermediate level field experience consisting of 25 clock hours in a secondary school classroom. Students observe and gradually participate through assisting individual students or small groups. Planning and reflective self-evaluations enable students to become aware of basics of teaching and progress toward managing the tasks of teaching. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Cumulative Field Experience Portfolio required. Pass//LowPass/Fail. (Seniors, Fall only)

419. Field Experience, Methods/Secondary (1 s.h.)

Prerequisite: Admission to the Teacher Education Program. Corequisite: ED 302. An advanced level field experience consisting of 25 clock hours in a secondary school classroom. Students observe and gradually assume responsibility for planning, implementing, and evaluating lessons and units. Reflective self-evaluations assist students in critical review of the abilities to motivate student learning and manage behavior. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Cumulative Field Experience Portfolio required. Pass//LowPass/Fail. (Juniors, Spring only)

420. Field Experience and Methods Seminar for Physical Education (2 s.h.)

An advanced level field experience of 25 clock hours in a secondary physical education program. Students observe and assume responsibility for planning, implementing and evaluating lessons and units. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. The Field Experience will include a one hour weekly seminar. The seminar will cover ADEPT evaluation procedures, management and assessment theories, Action Research projects, and unit development. Cumulative Field Experience Portfolio required. Pass//LowPass/Fail. (Juniors, Spring only)

422. Elementary/Early Childhood Student Teaching (10 s.h.)

Prerequisites: All general education courses and all education course requirements for either elementary education or early childhood education, Admission to Teacher Education Program, Maintenance of Good Standing, Acceptance to Student Teach. Corequisite: ED 408. Student teaching is the culminating experience in the elementary/early childhood preparation program. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover). This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the campus supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Attendance at various capstone seminars is required.

423. Secondary Student Teaching (10 s.h.)

Prerequisites: All general education courses and all content courses in major area of study, Admission to Teacher Education

Program, Maintenance of Good Standing, Acceptance to Student Teach. Corequisite: ED 408. Student teaching is the culminating experience in the secondary certification minor teacher preparation program. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover) in a 9-12 placement in the major area of study. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the campus supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Attendance at various capstone seminars is required.

424. Physical Education Student Teaching (10 s.h.)

Prerequisites: All general education courses and all content courses in physical education, Admission to Teacher Education Program, Maintenance of Good Standing, Acceptance to Student Teach. Corequisite: ED 408. Student teaching is the culminating experience in physical education. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover) in a K-12 Physical Education setting. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the campus supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Attendance at various capstone seminars is required.

Special Education (SE)

212. Introduction to Exceptional Individuals (3 s.h.)

Prerequisite: Fall semester sophomore standing. Corequisite: SE 213. Required for all education majors and minors and a prerequisite for all special education courses. This course is a general survey of exceptional individuals from birth-21 years and an introduction to special education including history and law, disability causations, definitions and classification systems, characteristics of all categories of exceptional learners (disabled and gifted), provision of services, and appropriate educational interventions. (Sophomores, Fall only)

213. Field Experience 1 (1 s.h.)

Prerequisite: Fall semester sophomore standing. Corequisite: SE 212. This course is a 15 hour beginning field experience component to complement SE 212. Students will be provided a wide variety of experiences including observation and participation in special education classrooms, IEP and parent conferences, and case study experiences in public school settings across the continuum of service delivery options and exceptionalities. Additionally, students will participate in a variety of community-based field trips. Cumulative Field Experience Portfolio required. Pass/Fail.

214. Introduction to Mild Disabilities (3 s.h.)

Prerequisites: SE 212 and SE 213. This course is an introduction to mild disabilities including the historical aspects and legal foundations (federal and state statutes); theoretical foundations of each mild disability categorical (learning disabilities, emotional disabilities, and mental disabilities) area, definitions, classification systems, learning characteristics (cognitive, academic, social, behavioral, etc.) and best practice teaching strategies. The course focuses on students in grades K-12 requiring an individualized general curriculum provided in a variety of service delivery options. (Sophomores, Spring Only)

301. Elementary Special Education Methods (3 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: SE 416, SE 302, MA 351, ED 300, AR 301. This course studies the curriculum, instructional strategies and methods used in educating elementary level

students with mild disabilities (learning disabilities, emotional disabilities, and mental disabilities) served in general education classrooms, multicategorical resource classrooms, and self-contained classrooms. A primary focus will be on modification of the general education curriculum and preparation of Individual Education Programs in basic academic areas including reading, mathematics, written expression, oral expression, and social skills. (Juniors, Fall Only)

302. Assessment in Special Education-Mild Disabilities (2 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: SE 301, SE 416, ED 300, MA 351, AR 301. This course studies the collection and use of academic and behavioral data for special education purposes (screening, eligibility for services, program planning, monitoring Individual Education Programs, program evaluation) and the application of assessment results to Individual Education Program development. The course will focus on a variety of assessment procedures including norm-referenced testing, criterion-referenced testing, curriculum-based assessment, ecological assessment, and systematic observation in the general elementary education curriculum areas of reading, mathematics, written expression, oral expression, and social/behavioral skills including the functional behavioral assessment and the behavioral intervention plan. (Juniors, Fall Only)

303. Language Arts for Mild Disabilities (4 s.h.)

Prerequisites: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: SE 407, 418, ED 401. This course concerns oral language development in the areas of phonology, morphology, syntax, semantics, and pragmatics, and written language development. A major focus involves methods and materials in teaching a modified general education curriculum in the integration of language-based subjects including reading, written expression with content area subjects particularly in science and mathematics for student with mild disabilities. (Seniors, Fall Only)

407. Classroom Management (3 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: SE 408, SE 418, SE 409, ED 401. This course is designed to provide an overview of the current research and issues relating to individual and classroom management for special education. The primary components include: creating the classroom environment; establishing a culture for learning; managing classroom procedures; managing student behavior including crisis management, applied behavior analysis, and conflict resolution. A major emphasis is on the primary discipline models in the field. Teacher candidates will be able to articulate a management philosophy and develop individual behavior management plans. (Seniors, Fall only)

408. Collaboration/Professionalism (2 s.h.)

Prerequisite: Acceptance to Student Teach. Corequisites: SE 426. This course will focus on the development of multiple strategies to involve families in collaborative relationships that promote the intellectual, social, emotional and physical growth of their children within the structured learning environment of schooling. Teacher candidates will participate in collegial activities that sustain productive learning environments and support the well-being and inclusion of students. They will increase awareness of the resources of the larger community environment that influences student learning. Candidates will develop a systematic process for evaluating the effects of their professional decisions and actions on families and other professionals. (Seniors)

409. Secondary Special Education Methods (3 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: SE 416, AR 301, ED 300, MA 351. This course concerns the instructional strategies, curriculum models, and materials used in educating secondary level students with mild disabilities (learning disabilities, emotional disabilities, and mental disabilities) served primarily in multicategorical resource classrooms, general education classrooms and self-contained LD or MD classrooms. A major focus will be the study of career and vocational curriculum and program planning, and preparation of Individual Education Programs for secondary students with an emphasis on transition. (Juniors, Spring Only)

416. Field Experience 2 (1 s.h.)

Prerequisites: Admission to Teacher Education, Maintenance of Good Standing. Corequisites: SE 301, SE 302, ED 300, AR 301, MA 351. An intermediate level experience consisting of 60 clock hours in a PK-6 level Special Education setting. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Students observe and gradually participate through assisting individual students or small groups. Planning and reflective self-evaluations enable students to become aware of basics of teaching and progress toward managing the tasks of teaching. Students will also be involved in administering and interpreting a wide range of assessments including formal and informal tests and procedures. A Service Learning Project is required of all students. Cumulative Field Experience Portfolio required. Pass/LowPass/Fail. (Juniors, Fall only)

417. Field Experience 3 (2 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: SE 409, MU 305, MA 355. An intermediate level field experience consisting of 60 clock hours in a 7-12 special education placement. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Students observe and gradually assume responsibility for planning, implementing, and evaluating IEP's with a particular emphasis on language-based academic skills. Reflective self-evaluations assist students in critical review of the abilities to motivate student learning and manage behavior. Grant writing and an action research project are required of all students. Cumulative Field Experience Portfolio required. Pass/LowPass/Fail. (Juniors, Spring only)

418. Field Experience 4 (1 s.h.)

Prerequisite: Admission to the Teacher Education Program, Maintenance of Good Standing. Corequisites: SE 407, 408, 303, ED 401. An advanced level field experience consisting of 60 clock hours in a PK-6 level special education placement. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Students will assume responsibility for planning, implementing, and evaluating IEPs and transition plans. Reflective self-evaluations will assist teacher candidates in critical review of their knowledge and skills in motivating student learning and managing behavior. Teacher candidates will be required to develop communication systems with families, use community resources in teaching, and team with mentors, peers, and curriculum specialists while planning and teaching. A Japanese Lesson Study Project will be required of all students. Cumulative Field Experience Portfolio required. Pass/LowPass/Fail. (Seniors, Fall only)

426. Special Education Student Teaching (10 s.h.)

Prerequisites: All general education courses and all special education major courses, Admission to Teacher Education Program, Maintenance of Good Standing, Acceptance to Student Teach. Corequisite: SE 408. Student teaching is the culminating experience in the special education teacher preparation program. Student teaching is a semester-long teaching experience (minimum of 4 full weeks of full takeover) in a K-12 mild disabilities placement. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the campus supervisor and the cooperating practitioner until the teacher candidate has met requirements for Program Completion, Certification and Follow-Up or the student teaching is terminated. Teacher candidates are evaluated by College Supervisors and Cooperating Teachers using ADEPT and the Conceptual Framework. Attendance at various capstone seminars is required.

Engineering

(See Dual Degree Programs, page 62)

English (EN)*Professors Little, Christie, Crenshaw, Klauza*

The English program is designed to help English majors achieve success in graduate or professional school and realize a lifetime of meaningful work. The English Department has four principal objectives. It develops in every student oral and written communication skills. It trains every student in the critical analysis of literature and the formation of value judgments. It introduces every student to at least one genre, period, or survey of literature. It offers to its majors a program containing three areas of interest: writing, literature, and theater.

The General Education requirements in English are EN 102 or 103 and one 200-level survey of literature course or one 300-level literature course designated for sophomore survey credit. The 200-level surveys of literature are EN 201, 202, 205, 206, 215, and 216. The 300-level literature courses designated for sophomore survey credit are EN 302, 303, 306, 317, and 318. Freshmen completing EN 103 with a grade of A or B may take 200-level or 300-level literature courses designated for sophomore survey credit.

In addition to the General Education requirements in English, the English major consists of the following: 201; at least one additional survey of literature (EN 202, 205, 206, 215, or 216); 222; 405 or 408; 407; and 12 hours of English electives, at least six of which must be at the 300/400 level. To these specified requirements, students may add up to three more courses of English electives.

A minor in English consists of a minimum of 15 hours above the General Education requirements in English: completion of two surveys of literature (EN 201, 202, 205, 206, 215, or 216); 407; nine hours of electives, at least six of which must be at the 300/400 level. Theater courses may not be credited as elective hours toward the English minor.

Students seeking teacher certification in English must complete the requirements for the Bachelor of Arts degree in English and a Minor in Secondary Education. An English major with a Minor in Secondary Education must take both EN 405 and 408 as well as EN 309.

The Department of English will grant the designation "Honors in English" to those students meeting the following requirements:

1. Grade point average of 3.6 or better in the major.
2. Overall grade point average of 3.3 or better.
3. At least two years of course work in the major completed at Erskine College.
4. Earned "A" on a researched essay or creative writing project written for a 300- or 400-level English course. The English Department must approve all written projects submitted for this requirement.
5. Presentation of the project at a national or regional professional meeting or equivalent.
6. Students seeking Honors in English should declare their intent to the English Department in their junior year.

101. Freshman Composition (3 s.h.)

Development of communication skills through a study of the principles of composition, class discussion, and writing short essays. Emphasis on diction, syntax, grammar, paragraph coherence, and methods of organizing and developing expository prose. Does not apply to the fulfillment of requirements for the English major or minor. Does apply to fulfillment of General Education requirements.

102. Composition and Literature (3 s.h.)

Development of communication skills through the study of selected literary works, class discussion, and writing analytic essays about poetry, fiction, or drama. Emphasis on the learning of a basic critical vocabulary, introduction to research tools and skills, and the exercise of value judgments.

103. Honors in Freshman English (3 s.h.)

Prerequisite: Permission of department. An honors section of English 102 offered each fall and limited to selected incoming freshmen. The work of the course will emphasize the study of literature and writing about literature.

201. Survey of British Literature I (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers in British literature from the Anglo-Saxon period through the Neoclassical. Alternate years.

202. Survey of British Literature II (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers in British literature from the pre-Romantic period to the present. Alternate years.

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

Prerequisite: 102. A chronological survey of representative works and writers in American literature from the Colonial period to mid-19th century. Alternate years.

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

Prerequisite: 102. A chronological survey of representative works and writers in American literature from the mid-19th century to the present. Alternate years.

215. Survey of World Literature I (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers from classical times to the 17th century. Alternate years.

216. Survey of World Literature II (3 s.h.)

Prerequisite: 102. A chronological survey of representative works and writers from the 17th century to the present. Alternate years.

222. Literary Criticism (3 s.h.)

A study of the techniques for making literary judgments developed through direct contemplation of literary works and through writing critically about them. English majors are urged to take this course as soon as possible after completing 102.

232. Fiction Writing Workshop (3 s.h.)

Study of the principles and techniques of creative writing. Individual and group evaluation and analysis of student work. Alternate years. Pass/Fail.

302. Romantic Literature (3 s.h.)

Prerequisite: 102. A study of representative poetry and prose of the English Romantic period. Emphasis on the poetry of Wordsworth, Coleridge, and Keats, with additional study of selected poems by Shelley and Byron. Reading of selected novels. Alternate years. Meets "sophomore survey" requirement for the basic curriculum.

303. Victorian Literature (3 s.h.)

Prerequisite: 102. A study of representative poetry, non-fiction prose, and novels of the Victorian Age in England. Alternate years. Meets "sophomore survey" requirement for the basic curriculum.

306. American Romanticism (3 s.h.)

Prerequisite: 102. A study of American themes and texts from the middle decades of the 19th century. Readings in fiction, poetry, and non-fiction prose. Representative authors of the American renaissance - including Emerson, Thoreau, Hawthorne, Melville, Stowe, Whitman, and Dickinson - are placed in the context of lesser-known contemporaries. Alternate years. Meets "sophomore survey" requirement for the basic curriculum.

308. Journalistic Writing and Reporting (3 s.h.)

Prerequisite: 102. Basic course in newswriting, reporting, and interviewing. Class members are encouraged to help publish *The Mirror* under the direction of the editor. Class members participate in at least one field trip per term to a local commercial newspaper. Offered on demand.

309. Literature for Young Adults (3 s.h.)

Prerequisite: 102. Introduction to the range and types of literature available to young adults, to basic critical approaches to literature, and to representative novels. Alternate years.

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

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

314. The British Novel (3 s.h.)

Prerequisite: 102: A study of representative British novels from the 18th century to the present. Alternate years.

317. Modern Poetry (3 s.h.)

Prerequisite: 102. A study of selected poems written in English since 1850. Emphasis on critical and historical approaches to the poems. Alternate years. Meets "sophomore survey" requirement for the basic curriculum.

318. Modern Drama (3 s.h.)

Prerequisite: 102. A study of selected plays (American, English, and Continental) written since the time of Ibsen. Emphasis on critical and historical approaches to the plays. Alternate years. Meets "sophomore survey" requirement for the basic curriculum.

400. Chaucer and the Middle Ages (3 s.h.)

A study of Chaucer's *Canterbury Tales* and minor poetry and other important works from the Middle Ages. Alternate years.

402. 17th Century Literature (3 s.h.)

A study of English literature of the 17th century, with primary emphasis on the poetry of Milton and Donne, together with some works by other writers in the Metaphysical and Cavalier schools. Offered on demand.

404. 18th Century Literature (3 s.h.)

A study of English poetry, prose, and drama of the 18th century. Offered on demand.

405. The English Language: History and Structure (3 s.h.)

A study of language in general and the English language in particular. Study of changes in phonology, morphology, syntax, and semantics; introduction to traditional and modern grammars; and exploration of various personal, social and communicative purposes of language. Alternate years.

407. Shakespeare (3 s.h.)

A study of representative histories, comedies, tragedies, and late romances. Attention also given to Elizabethan philosophical and literary backgrounds and to Shakespearean criticism.

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

Reading and analysis of expository prose types, along with frequent compositions based on these forms, and review of traditional grammar. Alternate years.

409. Comparative Literature (3 s.h.)

A comparative study of non-English literature in translation. Offered on demand.

410. Independent Study (Credit to be determined)

Independent study of a particular area of English to be determined by student interest and aptitude. Under direct guidance of professor, with regular conferences, research, and papers. Limited to English majors.

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

Advanced study of selected texts and traditions in American literature. Specific topics will vary among author, period, and thematic studies. Such topics might include the following: The Problem of American Identity; American Landscapes; Faulkner, Welty, and Percy; America in Vietnam; Recent American Fiction, Poetry, or Drama. With departmental approval, this course may be repeated for credit. Alternate years.

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

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

Theater Emphasis

Students especially interested in theater may major in English with a theater emphasis or minor in theater, as described below:

A minor in theater consists of 15 hours above the General Education requirements in English. Theater minors are required to take the following courses: EN 223 or 224; 225; and two Theater Practicum(s) (010 or 020). The remaining nine hours are to be selected from the following: EN 110, 120, 223, 224, 330, and 420. Courses for the theater minor will be offered in sequence in alternate years. Other courses in the English curriculum may not be credited as elective hours toward the theater minor without departmental approval.

The English major with a Theater Emphasis consists of the following: 222, plus requirements for the traditional English minor and the theater minor, described above.

010. Theater Practicum (0 s.h.)

A laboratory course providing "hands-on" experience in specific aspects of theater production. Students earn credit by successfully completing assigned responsibilities for some aspect(s) of mounting an ERSKINE PLAYERS' production. Minimum hours are required each semester. Credit is awarded only for quality work. A maximum of eight practicum hours may be credited toward graduation requirements. Only two practicum hours may be credited toward the theater minor.

020. Theater Practicum (0 s.h.)

A laboratory course providing "hands-on" experience in specific aspects of theater production. Students earn credit by successfully completing assigned responsibilities for some aspect(s) of mounting an ERSKINE PLAYERS' production. Minimum hours are required each semester. Credit is awarded only for quality work. A maximum of eight practicum hours may be credited toward graduation requirements. Only two practicum hours may be credited toward the theater minor.

110. Theater Practicum (1 s.h.)

A laboratory course providing "hands-on" experience in specific aspects of theater production. Students earn credit by successfully completing assigned responsibilities for some aspect(s) of mounting an ERSKINE PLAYERS' production. Minimum hours are required each semester. Credit is awarded only for quality work. A maximum of eight practicum hours may be credited toward graduation requirements. Only two practicum hours may be credited toward the theater minor.

120. Theater Practicum (1 s.h.)

A laboratory course providing "hands-on" experience in specific aspects of theater production. Students earn credit by successfully completing assigned responsibilities for some aspect(s) of mounting an ERSKINE PLAYERS' production. Minimum hours are required each semester. Credit is awarded only for quality work. A maximum of eight practicum hours may be credited toward graduation requirements. Only two practicum hours may be credited toward the theater minor.

223. Introduction to Theater Arts (3 s.h.)

Introduction to dramatic theory and criticism as these relate specifically to the living theater. Study of the theater and of dramatic literature from cultural and historical perspectives. Alternate years. Meets basic curriculum requirements for the performing arts.

224. Play Production (3 s.h.)

Introduction to elements of putting on a play, to include play selecting, casting, rehearsing, set design, and familiarization with the technical aspects of production. Alternate years.

225. Acting I (3 s.h.)

A beginning laboratory course in stage performance. Introduction to basic, systematic training techniques based on Stanislavsky. Emphasis on script analysis, physical and vocal exploration, and scene work. Alternate years.

330. Directing I (3 s.h.)

A beginning laboratory course in stage direction. Introduction to basic, systematic techniques and modern theory. Emphasis on script analysis, stage composition, picturization, and movement. Various casting and rehearsal techniques are also explored in scene work. Each student directs a one-act play for public performance. Alternate years.

420. Advanced Theater Workshop (3 s.h.)

Advanced study exploring in depth a particular facet of theater art. Specific topics will vary, depending on professor and student interest. Such topics might include: Acting; Dialects; Directing; Scene Design; Building Scenery; Theater History. With departmental approval, this course may be repeated for credit. Offered on demand.

Health and Human Performance

Professors Alston, DeCiantis, Fordham, Matuseski, Weyer, Wilson

Physical Activities

The purpose of the physical activities program is to provide each Erskine College student with a variety of opportunities for involvement in vigorous physical activity. The goals of this program are to increase physical fitness, reduce stress and anxiety, promote healthy social interactions among students, enhance motor skills, build physical confidence, and promote a lifelong interest in physical activity and healthful living.

The personal wellness component of the general education requirement consists of one physical activity (1 s.h.) and a choice of one course from the following: PE 201, 216, 317, 417; PY 208, 306; SO 202, 330. Two additional physical activity courses may be taken as electives for credit. Students who are not physically or emotionally able to participate in the regular physical activities program must present a medical excuse to the Registrar prior to the beginning of the semester and a modified program will be developed.

A physical activity credit may be earned through participation in a varsity sport, cheerleading, or

the dance team. Only one credit may be earned in this manner, regardless of the number of sports played or the number of years of participation.

Physical Activity 122 is a special, one-hour course required of all majors in Early Childhood Education and Elementary Education. This course features a variety of developmental games and activities and is designed to prepare prospective teachers to teach elementary physical education.

Physical Education

Physical Education majors must take a minimum of 37 hours in physical education, and those seeking teacher certification must complete additional requirements including field experiences at both the elementary and secondary levels, student teaching, and a sequence of required education courses. Candidates for certification must meet all requirements as described in the Teacher Education Handbook.

Majors in physical education will be expected to obtain an acceptable level of general knowledge and understanding, within the biological sciences, relative to the structure and functioning of the human body and principles of human movement. They will also be expected to develop those specific skills and competencies needed for effective teaching in physical education. These skills and competencies will include perceptual motor learning and general skill acquisition, as well as teaching methods in lifetime and team sports, rhythms and dance, aquatics, and outdoor recreational activities. Further, majors will be expected to demonstrate those competencies needed for the efficient organization and administration of physical education, intramural, and athletic programs.

Finally, physical education majors at Erskine College will be expected to become physical education enthusiasts. Majors are expected to become positive role models and excellent motivators as well as inspirational leaders, dynamic teachers, and builders of self-esteem in children.

The following are the departmental requirements for a major in Physical Education: Thirty-seven hours of course work in physical education, including: 201, 206, 208, 214, 216, 218, 226, 303, 402, 403 and 420, and six additional hours to be selected from: 205, 207, 308, 310, 317, and 417. In addition, students must take either Biology 210 or Biology 211, as a prerequisite for both PE 402 and PE 403.

Majors who wish to be certified to teach physical education must meet all of the requirements stated above, plus: ED 202 – Foundations & Teacher Shadow, PE 412 – Field Experience in Elementary Teaching, ED 420 – Field Experience and Seminar in Secondary Teaching, ED/PE 424 – Student Teaching, and corequisite ED 408 – Collaboration and Professionalism. Further, ED 210, ED 301 (and corequisite field experience ED 418), and SE 212 (and corequisite field experience SE 213) are required. Refer to the Course in Education Section for additional requirements for program admission and eligibility for student teaching. Applications for student teaching should be filed with the Director of Teacher Education by April 15 of the Junior year for Fall Semester or October 15 for Spring Semester. Applications for student teaching should be filed with the head of the Department of Education by March 1 of the junior year. Student teaching must be done during the year as specified by the head of the department and all credit must be granted during one semester. A GPR of 2.5 at the end of the junior year is required.

A minor in Physical Education consists of 12 hours, including 218, 303, 402 or 403, and 420.

A minor in Health consists of seventeen semester hours to include the following courses: PE 201, 216, 226, 317 and 417, and BG 211.

Sports Management

Majors in Sports Management-Fitness Concentration will be expected to attain a clear understanding of the basic concepts of the exercise sciences, health, nutrition, and the care and prevention of injuries,

as well as the basic concepts of sound fiscal management and business promotion. These majors will be prepared to successfully pursue entrepreneurial interests within the broad healthful-living field.

Students majoring in Sports Management-Fitness Concentration will be required to take 48 semester hours within the major. The required courses include: PE 201, 216, 218, 226, 317, 402, 403, 417, 418, 429, and BG 210 or BG 211 plus BA 201, 221, 222, 251, 252, and two from BA 320, 324, 333, 334, 343, 345, 425, and 456.

Athletic Training

The Athletic Training Education Program (ATEP) is a progression-based program designed to prepare students for a career in athletic training. The ATEP's progression-based curriculum also includes required clinical education and field experience rotations. This degree requires 48 semester hours within the major, to include: PE 201, 216, 226, 229, 230, 231, 232, 240, 241, 242, 243, 317, 340, 342, 365, 366, 402, 403, 417, 423, 425, 426, and J30. Either BG 210 or BG 211 is a required prerequisite for PE 340, 402, and 403. Recommendations for additional courses include PY 201, CH 101, 102, 214, 215, PH 110, 111, and MA 205. hours within the major, to include: PE 201, 216, 226, 229, 230, 231, 232, 240, 241, 242, 243, 317, 340, 342, 365, 366, 402, 403, 417, 423, 425, 426, and J30. BG 210 or BG 211 are required prerequisites for PE 229, 240, 241, 402, and 403. Recommendations for additional courses include PY 201, CH 101, 102, 214, 215, PH 110, 111, and MA 205.

Admission to the ATEP is competitive and requires the following: Completion of PE 216 and PE 226 with a B or higher; a minimum of 60 hours under the supervision of the Erskine College Athletic Training Staff; a minimum GPA of 2.5; completed application materials; ATEP recommendation forms; signed copy of technical standards; and an interview with ATEP staff and students. The number of students accepted into the ATEP is limited yearly according to the number of clinical instructors and attrition within the program. Minimum criteria completion will not always guarantee admission.

For BOC certification, the ATEP requirements and BOC examination must be successfully completed.

A minimum GPA of 2.5 within the ATEP must be maintained to progress through the program. Should an athletic training student's GPA fall below the required 2.5 GPA within the program, or a 2.25 cumulative GPA, the athletic training student will be placed on ATEP probation for one semester. If the athletic training student does not make progress toward improving the GPA to the minimum 2.5, the athletic training student will be reevaluated for dismissal from the ATEP.

Transfer students may apply to the ATEP in the fall or spring semester if the admission criteria are met. Credit for previous general education coursework is evaluated by the college registrar and the ATEP director. Clinical courses are not transferable.

Additional information regarding the ATEP, including application materials, technical standards for admission, and the policy on athletic training student participation in intercollegiate athletics, may be found on the Erskine College ATEP Web site at www.erskine.edu/academics/athletic-training.

All Athletic Training students will be required to fund their transportation to off-campus clinical sites.

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

All Physical Activity (PA) courses will meet for one hour per week. All students not formally excused are required to take one semester hour of physical activity. PA 110, Dance; PA 113, Karate; PA 115, Soccer; PA 116, Aerobic Dance; PA 117, Step Aerobics; PA 120, Weight Training; PA 122, Elementary Physical Education Activities (a special course required of all majors in Early Childhood Education and Elementary Education); PA 123, Yoga; PA 130, Beginning Small Boat Sailing (once a week for 3 hours); PA 131, Small Boat Sailing II: Intermediate Sailing/Introduction to Racing (once a week for 3 hours); PA 140, Rape Aggression Defense (RAD); PA 150, Judo (students must purchase a uniform at

an approximate cost of \$80); PA 160, Cardio Kickboxing; PA 161, Rock Climbing; PA 221, Badminton; PA 224, Golf; PA 225, Racquetball; and PA 227, Tennis. Grading is Pass/Fail.

201. School and Community Health (3 s.h.)

A comprehensive health education course designed to prepare prospective teachers to teach health education in the public schools. Personal, mental, nutritional, and environmental topics are covered, as well as safety, community health, health resources, substance abuse, and sex education. Every semester.

205. Personal Health (3 s.h.)

To provide cognitive knowledge and experiences in contemporary personal health issues. These experiences are planned to provide for improvement of the individual's health awareness for behavior modifications. Alternate years.

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

Techniques and skills necessary for teaching and officiating flag football, softball, volleyball, and aquatics. Every Fall.

207. Team Sports II (3 s.h.)

Techniques and skills necessary for teaching and officiating soccer, basketball, lacrosse, and ultimate Frisbee. Alternate years.

208. Introduction to Physical Education (3 s.h.)

The history and historical interpretations of the principles and objectives in health, physical education, recreation, and safety. The investigation into the opportunities and scope of health, physical education, recreation, and safety. Every Fall.

214. Adaptive Physical Education Methods and Materials (3 s.h.)

A study of the information necessary to understand and provide for the special needs, interests, and abilities of children with various kinds of physical, mental, and emotional handicaps. Procedures for planning and implementing a comprehensive physical education program for the handicapped. Every Spring.

216. Emergency Response (2 s.h.)

A comprehensive course for training and certification in emergency response which includes community first aid; adult, child and infant CPR; AED, oxygen administration, OSHA standards, communicable diseases, and transport. A course fee will be required.

218. Management of Sport, Fitness, Health and Physical Education (3 s.h.)

The study of general management principles, as well as principles of management relative to sport, the health and fitness industry, corporate wellness, public school physical education, public school health, intramurals and recreation. Required of all Physical Education majors and Sports Management majors.

226. Introduction to Athletic Training (2 s.h.)

This course includes instruction on the goals, roles, and responsibilities of allied health professionals, healing processes, basic injury assessment, illness, injuries common to athletes, and injury prevention.

229. Orthopedic Evaluation I (3 s.h.)

Prerequisites: PE 216 and 226. Athletic training students will study the pathology of injuries to the upper extremity, spine, head, and neck, and demonstrate various orthopedic assessment techniques. Fall only.

230. Orthopedic Evaluation II (3 s.h.)

Prerequisite: PE 229. Athletic training students will study the pathology of injuries and demonstrate various orthopedic assessment techniques for the lower extremity. Spring only.

231. Athletic Training Clinical I (1 s.h.)

Prerequisite: Admission to the Athletic Training Education Program and instructor's permission. This is the first of the progression-based clinical components. The athletic training student will be assigned to approved clinical instructors on four- to six-week rotations, complete a minimum of 100 hours in the athletic training center, and complete assigned clinical proficiencies. The student must demonstrate proficiency in illness/injury prevention and recognition, basic injury evaluation skills, and immediate care of athletic injuries.

232. Athletic Training Clinical II (1 s.h.)

Prerequisite: Completion of PE 231. This is the second of the progression-based clinical components. The athletic training student will be assigned to approved clinical instructors on four- to six-week rotations, complete a minimum of 100 hours in the athletic training center, and complete assigned clinical proficiencies. The student must demonstrate proficiency in illness/injury prevention and recognition, comprehensive orthopedic evaluation skills, injury evaluation documentation, and modality selection and application.

240. Therapeutic Modalities (2 s.h.)

Prerequisite: Admission to the Athletic Training Education Program. Corequisite: PE 241. A study of the physiological impact of commonly used modalities in rehabilitation. The student will learn about and practice with thermal, mechanical, electrical, and light modalities.

241. Therapeutic Modalities Laboratory (1 s.h.)

Corequisite: PE 240. This course must be taken concurrently with PE 240, Therapeutic Modalities. The athletic training student will learn and demonstrate competence and proficiency with thermal, mechanical, electrical, and light modalities.

242. Therapeutic Exercise (2 s.h.)

Prerequisite: PE 240: Therapeutic Modalities. Corequisite: PE 243. A study of exercise as it relates to the rehabilitative process. This course includes designing comprehensive rehabilitation programs following common athletic injuries and selected surgical techniques.

243. Therapeutic Exercise Laboratory (1 s.h.)

Corequisite: PE 242. This course must be taken concurrently with PE 242, Therapeutic Exercise. The athletic training student will learn and demonstrate competency and proficiency with range of motion, resistance, aquatic, and aerobic exercises; and stretching and mobilization techniques. Each joint will be examined and discussed concerning the phases of rehabilitation following injury and surgical intervention.

303. Elementary Physical Education Methods and Materials (3 s.h.)

Elementary physical education materials and methods involved in organizing and teaching physical education on the elementary school level. Motor learning, rhythmic dance, and developmental games will be included. Every Spring.

307. Methods and Techniques of Basketball (3 s.h.)

Theory and fundamentals of coaching. Alternate years.

308. Theory and Psychology of Coaching (3 s.h.)

The basic theories and psychology in coaching athletic sports; emphasis will be on various current and past practices. Alternate years.

309. Evaluation and Measurement (3 s.h.)

The basic theory and practice of testing and measurement evaluations in health and physical education. Alternate years.

310. Individual Sports (3 s.h.)

Skills and coaching techniques (including tactics) in individual sports such as golf, tennis, racquetball, and badminton. Enrollment preference will be given to physical education majors or minors and enrollment is limited to 12 students. Alternate years.

311. Driver Education (3 s.h.)

Prerequisite: Valid operator's license. Designed to instruct potential teachers in the theory, techniques, and methods of teaching driver education, for endorsement as high school or commercial driver education instructors. Deals with driving techniques, traffic statistics, traffic engineering, etc. Offered in summer only.

312. Methods and Materials in Traffic Safety (3 s.h.)

Prerequisite: PE 311 and teacher education endorsement. Advanced preparation for endorsement of high school driver education to meet the needs of traffic safety in school and community. Specialized research, information and techniques in traffic evaluation and new methods of teaching in Driver Education. Field studies in traffic management. Offered in summer only.

313. Simulation and Driving Ranges (3 s.h.)

Prerequisites: 311 and teacher education endorsement. The techniques and methods of teaching, research, and new approaches in using the new Driving Simulator and Multiple-Car-Driving Ranges. Offered in summer only.

314. Safety Education (3 s.h.)

An introductory course to present materials and methods of safety education for the typical school, home, traffic, and other major fields of safety. It is the purpose of the course to prepare teachers to organize and teach accident prevention and to provide teachers with comprehensive preparation in teaching aids and materials available for the enrichment of present courses. Can be used for teacher education endorsement. Offered in summer only.

317. Nutrition Counseling (3 s.h.)

An in-depth study of the science of nutrition, with special emphasis on diet counseling and tailoring nutrition programs to meet individual aspirations and needs. Includes the use of computers in nutrition planning and an in-depth study of healthy food preparation.

325. Clinical Externship in Allied Health Care (3 s.h. Pass/Fail)

A month-long apprenticeship study in a chosen allied health field. The student will shadow a licensed allied health care provider and serve alongside this individual to gain a greater understanding of the daily goals and responsibilities of the professional.

340. Medical Aspects (3 s.h.)

Prerequisites: BG 210 and 211. The athletic training student will study medical terminology, general medical conditions, and pharmacology as they relate to athletic training. Each student will practice and demonstrate skills that are required to perform a general medical examination.

342. Organization and Administration of Athletic Training (3 s.h.)

This course addresses administrative and legal concerns in the athletic training profession. Major topics include administering pre-participation exams, athletic emergency care plans, record keeping, athletic health insurance, athletic training facility management, and personnel management.

365. Athletic Training Clinical III (1 s.h.)

Prerequisite: PE 232. This is the third of the progression-based clinical components. Each athletic training student will be assigned to one ACI for the entire semester. Experiences under the ACI will provide extensive practice in therapeutic modalities, evaluations, and treatment and rehabilitation planning. The student must demonstrate proficiency in orthopedic evaluation, selecting and implementing components of rehabilitation and conditioning programs, developing rehabilitation goals, documenting injury and rehabilitation notes, and selecting and applying therapeutic modalities. A minimum of 175 hours will be completed during the semester under the direct supervision of an approved clinical instructor.

366. Athletic Training Clinical IV (1 s.h.)

Prerequisite: PE 340. This is the fourth of the progression-based clinical components. Each student will be assigned to one ACI for the entire semester. Students must demonstrate proficiency in skills required to perform an accurate general medical evaluation. A minimum of 175 hours will be completed under direct supervision of an approved clinical instructor.

402. Kinesiology (3 s.h.)

Prerequisite: BG 210 or 211. A study of the muscular and mechanical factors in bodily movements.

403. Physiology of Exercise (3 s.h.)

Prerequisite: BG 210 or 211. Introduction and overview of the physiological basis of physical education and athletics. The effects of exercise on various systems will be considered. Practical application of exercise science to physical fitness and athletic performance will be emphasized.

410. Independent Study (Credit to be determined)

Individual project on some phase of health, physical education, or recreation.

411. Field Experience in Coaching a Major Sport

(football, basketball, baseball, softball, soccer, or volleyball) (1-3 s.h.)

Practical experiences in the methods and techniques of coaching a specific sport. Pass/Fail.

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

Practical experiences in the methods and techniques of teaching elementary physical education. Students who wish to be certified to teach must have practical experiences at the elementary, middle, and senior high school levels, as well as in special education. This course meets the requirement for grades K-5. Additional field experiences will be provided through ED 202, ED 418, SE 213, and ED 419. Students should take this course during the fall of their junior year. Pass/Fail.

417. Exercise and Weight Control (3 s.h.)

A comprehensive study of exercise techniques and how an exercise program can be designed to meet individual goals and needs. Goal-setting, motivational and time management techniques will be discussed, as well as cardiovascular and strength training programs for specific sports.

418. Field Experience in Sports Management (1 s.h.)

Practical experiences in the fields of fitness, wellness, or sports administration. Pass/Fail.

420. Materials and Methods in Middle School and Secondary Physical Education (3 s.h.)

This course covers the practical techniques and activities of effective teaching in middle and secondary physical education programs. A wide variety of games, and drills, materials, and activities are included. Every Spring.

423. Field Experience in Athletic Training (3 s.h.)

Prerequisites: Completion of PE 342 and instructor's permission. Administrative and clinical experience will be gained during an interscholastic or intercollegiate internship with football, lacrosse, or ice hockey. Students must demonstrate proficiency in skills focusing on protective equipment, emergency management, and organization and administration. A minimum of 200 hours for the field experience is required under the direct supervision of an approved clinical instructor at an off-campus site during the senior year. Travel to the off-campus site and expenses incurred are the responsibility of the athletic training student.

424. Student Teaching (Same as Education 424) (10 s.h.)

Corequisite: ED 408

425. Senior Project in Athletic Training (1 s.h.)

Prerequisite: Instructor's permission. A directed senior study of the current trends and research being conducted in Athletic Training and related fields. Each student will identify a relevant research question, design and conduct an original research project, and write an original research paper. Fall only.

426. Advanced Athletic Training (1 s.h.)

This course will cover advanced concepts in the prevention, evaluation, and treatment of athletic injuries. Athletic training students will examine and discuss current professional literature/research. A minimum of 100 hours will be required for peer teaching, on-campus athletic coverage, and review of proficiencies as directed by an approved clinical instructor.

429. Externship in Sports Management (4 s.h. Pass/Fail)

A month-long, concentrated work experience in a selected field of Sports Management. Typical sites would be Sports Centers, Fitness Centers, YMCAs, YWCAs, or major collegiate or professional athletic programs. Offered in Winter Term only.

J30. Externship in Athletic Training (3 s.h. Pass/Fail)

Prerequisite: Admission to Athletic Training Education Program. A month-long apprenticeship study in an allied health care field. The athletic training student will shadow a physician or allied health care professional to gain a greater understanding of the daily goals and responsibilities of the professional. A minimum of 100 hours will be required for this externship.

History (HS) and Political Science (PO)

Professors Macaulay, Chaney, Grier, Woodiwiss

The Department of History and Political Science offers a sound foundation for historical inquiry, for a meaningful analysis of the lessons of history, and for an understanding of the principles of government.

It has designed its program to help students achieve the following more specific competencies: to develop a sense of chronology; to appreciate the interrelatedness of knowledge by concurrently studying politics, culture, economics, geography and social systems; to understand current events in a global and historical context; to acquire flexibility and interpersonal skills through the study of diverse cultures; to develop skills in oral and written communication, research, and critical reasoning; to establish familiarity with historiography, historical sources, and a variety of teaching methods; to achieve success in graduate or professional school and realize a lifetime of meaningful work. Students taking upper division history courses acknowledge that the department has the right to keep papers to assess progress through the student's college career.

Requirements for the history major consist of 30 hours in history above the 100-level (exceptions to

this rule may be made with the approval of the department's chairperson). History majors must take 211, 212, 399, 400; any two of the following: 309, 310, 311, 312, 313, 314, 315, 316, and one course from 440, 450, 460, 480, 490. The remaining 12 hours in history should be chosen by the student with the help of his/her adviser and the chairperson of the department. History majors may count only one Winter Term course approved for history credit toward the major. If a student takes more than three Winter Terms, two Winter Term courses approved for history credit may count toward the major.

The Department of History and Political Science also offers a major in Social Studies. The Social Studies major is designed for students seeking teacher certification in social studies. The requirements for the Social Studies major follow. History: 22 hours above the 100-level, including 211, 212, two courses from the sequence 309-316, 399, one 400-level course in non-western history, and two electives. Social Sciences: 15 hours, consisting of BA 221, BA 222, PO 101, PY 201, and SO 101. Students seeking teacher certification in social studies also must take courses in the Department of Education that satisfy the Secondary Education Program requirements.

A minor in history consists of 15 hours beyond the basic requirement. Options include concentration in either American history or European history. The American option: 211 and 212, plus nine hours to be chosen from 220, 401, 403, 404, 407, 408, 409, 413. The European option: three courses from 309, 310, 311, 312, 313, 314, 315, 316 plus two additional courses from 309, 310, 311, 312, 313, 314, 315, 316, 319, 330, 340, 480.

Most 300 and 400 level courses are offered alternate years. Variations on minor options may be permitted with departmental approval. The Department of History and Political Science will grant the designation "Honors in History" to those students meeting the following requirements:

- Having a contract committing to the program filed with the student's adviser and the registrar during the junior year.
- Maintaining a grade point average of 3.6 or above in history.
- Completing a minimum of 24 hours in history including HS399 and 400.
- Receiving from the department faculty a designation of "Honors" on the seminar paper completed for HS400.
- Presenting the HS 399 or HS400 paper at a national or regional meeting or the equivalent.

101. World Civilizations to 1600 (3 s.h.)

Designed to provide an awareness of world cultural heritages. Taught from a global perspective, presenting the autonomous development of western and non-western cultures. Intended to link a sense of chronology with an appreciation of the interrelation of political, military, diplomatic, economic, social, and cultural history.

102. World Civilizations Since 1600 (3 s.h.)

Designed to provide an awareness of world cultural heritages. Taught from a global perspective, presenting the autonomous development of western and non-western cultures. Intended to link a sense of chronology with an appreciation of the interrelation of political, military, diplomatic, economic, social, and cultural history.

103. World History Since 1945 (3 s.h.)

Designed to provide an awareness of contemporary world issues in their historical context. Taught from a global perspective.

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

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

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

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

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

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

309. The Ancient World (3 s.h.)

A survey of the political, social, economic, and cultural life of the ancient world from the late fourth millennium B.C. to the late Roman Empire, with particular attention to the primary sources.

310. Medieval History (3 s.h.)

A survey of the civilization of Western Europe from about 400 to 1450 including detailed study of religious thought and institutions and political and economic development.

311. Renaissance and Reformation (3 s.h.)

A study of Europe between the late 1300s and the 1600s, with emphasis on the Renaissance, the Reformation and wars of religion, the voyages of exploration, trade, and empire-building, the rise of Western science, and the beginnings of the modern state.

312. Modern European History, 1550-1763 (3 s.h.)

Analysis of major social, economic, and political developments of Europe from the religious wars to the Peace of Paris.

313. Modern European History, 1763-1870 (3 s.h.)

A course that examines a volatile period of European history, with emphasis on the French Revolution, revolutionary movements of the 1820s-1840s, major changes in industrial production, and the growth of socialism, liberalism and nationalism.

314. Recent European History 1870-1945 (3 s.h.)

A survey of political, military, social and economic developments in Europe and its colonial dependencies from German unification to the end of World War II.

315. Europe Since 1945 (3 s.h.)

A survey of political, social, economic, cultural, and military developments in Europe since World War II.

316. Modern European Intellectual History (3 s.h.)

A survey of dominant intellectual trends that shaped European politics, society and culture from the Enlightenment to the present.

319. Great Britain Since 1815 (3 s.h.)

Study of foreign and domestic policy in Britain from the defeat of Napoleon to the present, with special emphasis on the world wars, relationships between Britain and its colonies, and the establishment of the welfare state.

330. European Military History (3 s.h.)

An examination of European military history, broadly construed, since 1500. Themes will include technologies of war, administration of armies, and the social and political significance of warfare, as well as battle history and the development of strategy and tactics.

340. Germany in the 20th Century (3 s.h.)

The study of the turbulent history of Germany in the 20th century, with special emphasis on World War I, the Weimar Period, Hitler's Third Reich, the development and policies of the two Germanies from 1945-1990, and recent trends since German reunification.

399. Historical Skills and Methods (1 s.h.)

A team-taught course to be taken the spring semester of the junior year, designed to teach students the skills required to read and write history. Required of all History majors.

400. Senior Thesis in History (2 s.h.)

A team-taught course to be taken by all majors during the fall semester of their senior year, which emphasizes writing a major research paper, and also includes an introduction to historiography. Required for History majors.

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

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

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

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

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

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

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

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

408. Colonial America (3 s.h.)

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

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

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

410. Independent Study (Credit to be determined)

Prerequisites: Advanced standing in the department and permission of the instructor. Individual study projects may be chosen from the areas of oral history, reading seminars, or research and writing seminars.

411. Off Campus Study in History (1-3 s.h.)

Study of topics in history in off-campus programs approved by the department of history. Offered for pass/fail credit only.

412. Applied History (1-2 s.h.)

A course designed to give students practical experience in applying historical skills and methods in work at museums, historic monuments, archives, and special collections. Offered for pass/fail credit only. Prerequisites: a 3.0 GPR or above in history courses, sophomore standing, and departmental interview.

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

A study of the causes, politics, military action, and immediate aftermath of the American Civil War.

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

Exact title, nature of course, and credit are announced at the beginning of the term in which the course is offered. On demand.

440. History of Women in the Non-Western World (3 s.h.)

A comparative study of women in the non-western world in the 20th century that examines differences and similarities in their religious, cultural, social, economic and political status.

450. Contemporary Global Issues in Historical Perspective (3 s.h.)

An examination of the historical dimensions of contemporary world issues such as terrorism, globalization, human rights, environmental stewardship, and the wealth and poverty of nations. Fulfills non-western history requirement for the major.

460. Near Eastern History (3 s.h.)

An analysis of classical Islam and the gradual Europeanization of the Near East, with a view to developing an understanding of the present Arab-Israeli conflict and its significance to the modern world.

480. Russian History (3 s.h.)

A survey of Russian political, social and cultural history with emphasis on the period since 1800.

490. Chinese History (3 s.h.)

A survey of Chinese political, social, and cultural history, with special emphasis on the period since 1800.

Political Science (PO)

The Political Science major at Erskine College serves students who desire to acquire knowledge of public affairs. The general aim of the department is to foster a deeper appreciation of government and politics by developing an understanding of the nature and role of political behavior and governmental institutions. The core courses in the major also make a rich contribution to the liberal arts mission of the College.

In fulfilling this aim, the department offers courses that expose students to the major areas of the discipline of political science, including American government, international politics, comparative politics and political philosophy; emphasizes concepts, theories and tools that are essential in political analysis; addresses key issues involved in the building of just and peaceful political communities; and examines the relationship between Christianity and politics.

The major in Political Science seeks to prepare students for:

- graduate study in politics, government, and related fields, including area studies, public policy and public administration
- law school
- careers in government and public affairs
- work in the private and non-profit sectors that require knowledge of government and politics

The Political Science major totals 36 credit hours and includes the following distribution of requirements:

1. 30 hours of Political Science courses that include: a) 12 hours of courses in the four major sub-fields (American government, international politics, comparative politics and political philosophy) of

the discipline of political science (and all of which must be taken at Erskine), b) 12 hours of electives in the major (two each from the 200-300 level courses), c) an internship, and d) a senior Thesis.

2. One course in Research Methods, PY 310.

3. One course in Economics, either: BA 221, BA 334, BA 360, or BA 428.

A minor in Political Science may be earned by taking 15 hours of coursework that includes the four core courses of the major (PO 101, 112, 113, 114) plus one upper-level course in the Political Science Department.

The Department also urges students who major in Political Science to consider the following:

1) a heavy concentration in a modern foreign language, 2) participation in the CCCU program, the American Studies Program; a semester residential program in Washington, D.C., and/or 3) a semester abroad program (see Department Chair for information.)

101. American Government (3 s.h.)

A study of the structure and function of the institutions of the U.S. national government.

112. Introduction to Political Philosophy (3 s.h.)

An interdisciplinary and multimedia survey of the basic themes in the tradition of political philosophy.

113. Introduction to International Relations (3 s.h.)

A study of the basic issues and themes in the relationships between nations, sub-national actors, and international institutions.

114. Introduction to Comparative Politics (3 s.h.)

An introduction to the comparative analysis of how nations structure their governments and develop their policies.

201. Constitutional Law I (3 s.h.)

An introduction to the Supreme Court, its practice of judicial review and the politics surrounding the interpretation of the U.S. Constitution. Focus is on the Court's decisions affecting the balance of power between the three branches of the national government. (Offered every other fall semester.)

202. Constitutional Law II (3 s.h.)

An introduction to the Supreme Court, its practice of judicial review and the politics surrounding the interpretation of the U.S. Constitution. Focus is on the Court's decisions in the areas of civil rights and civil liberties. (Offered every other spring semester.)

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

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

213. Ethics and Foreign Policy (3 s.h.)

A consideration of the various ethical issues raised in the formation and conduct of U.S. foreign policy.

214. European Politics (3 s.h.)

An analysis of the institutions and policies of the major European nations.

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

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

304. Congress (3 s.h.)

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

306. Ancient Political Philosophy (3 s.h.)

A critical survey of some of the major texts in the Western tradition of political philosophy. Sources range from Homer to St. Augustine, and include the literature of epic, tragedy, history, philosophy, and theology. This course includes a research component.

307. Modern Political Philosophy (3 s.h.)

A critical survey of some of the major texts in the Western tradition of political philosophy. Sources range from Machiavelli to Marx to the post-moderns, and include the literature of Shakespearean tragedy, political essays, philosophy, and theology. This course includes a research component.

313. International Political Economy (3 s.h.)

A critical examination of the forces of globalization and the major actors in international political economy. This course includes a research component.

314. European Union (3 s.h.)

The evolution and institutions of the European Union, focusing on the major policy debates within the E.U. and the challenges of European integration, especially those posed by enlargement to include former communist countries.

401. Internship (3 s.h.)

An internship (usually undertaken during Winter Term or summer) with a governmental organization (local, state, national or international) or with a non-governmental organization that has a public orientation and focus. To be arranged in consultation with the department chair.

410. Independent Study in Political Science (Credit to be determined)

Prerequisites: Political Science major and permission of the instructor. A study of government through individual projects.

415. Special Topics in Political Science (Credit to be determined)

A variety of courses, including the Erskine in D.C. program, that department faculty will offer based on research and pedagogical interests. Credit will vary with the nature of the course offered, but all credit from these courses will count toward fulfillment of the major.

450. Senior Thesis (3 s.h.)

A semester-long research project on a topic in one of the department's four major sub-fields. Seniors will work with a faculty member to develop the research topic.

Information Technology (IT)

The minor in Information Technology introduces students to state-of-the-art technology and its use so that they may integrate this technology into a system for solving problems. It broadens the strong liberal arts education as it develops skills, foundational concepts, and analytical capability. Combining the liberal arts education with this minor prepares students to utilize the changing technologies of the future, educating students to be problem solvers, not technicians. It enables them to be leaders in applying new technologies within a variety of disciplines. This minor recognizes that the computer (the current focus of technology) is an important tool that should be used by students to enhance what they investigate in almost every discipline they study at Erskine College. While some components of this computer-related minor will involve mastery of skills, the emphasis remains on thinking analytically, communicating well, and exploring new ideas.

The Information Technology Minor requires 17 or more hours. Three courses, IT 101, IT 170, and IT 190, are required. The remaining hours are to be selected from the following courses: AR 225/BA 225/IT 225, AR 226/BA 226/IT 226, IT 271, IT 272, and PH 205.

101. An Introduction to Information Technology (3 s.h.)

This course covers topics in the history of computers and related technologies, mathematical modeling, and real-world simulations. It investigates aspects of computer hardware and software, and may involve others topics. One goal of the course is to give a basic background so that students are prepared to study in depth some of the areas developed briefly in this course. Another goal of the course is to introduce students to a wide range of topics so they can choose more advanced topics more intelligently.

170. A Beginning Programming Course (3 s.h.)

This course enables students to start programming. The language is Visual Basic, a programming language that can be used with the Microsoft Office Suite of programs and other commercial programs to extend the capabilities of these programs. This course will develop programming around real-world situations with applications to various disciplines.

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

This course covers the technical principles of local and wide area networks. Topics will include analyzing current trends in the design of small home/office networks, large corporate networks, and the Internet. The OSI network model will be examined with particular emphasis on Ethernet and the TCP/IP protocol suites. Techniques in network management and security will also be covered.

195. E-commerce Development and Management (3 s.h.)

A study of trends and tools in e-commerce with a focus on creation, development, and management of internet web sites. This course will also explore the necessary back end applications needed to facilitate e-commerce. A particular emphasis will be placed on exposing students to the importance of choosing, setting up, and operation of content management tools.

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

Design using illustration and page layout programs. Students will gain an understanding and competency of vector graphics used in creating logos, illustrations, and digital art. Students will also gain an understanding of page layout design and electronic publishing. Various projects will be required. Lab fee \$140. Cross-listed as AR 225 and BA 225.

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

Emphasis placed on image editing and photo manipulation using software programs combined with digital photography. Various projects will be required. Lab fee \$140. Cross-listed as AR 226 and BA 226.

271. Programming I (3 s.h.)

Programming and problem solving using C++. Good structured programming practices are stressed.

272. Programming II (3 s.h.)

Prerequisite: IT 271. A continuation of programming and problem solving in C++.

361. Data Structures (3 s.h.)

Prerequisite: IT 272. Emphasis on the structures used for software development; arrays, stacks, queues, linked lists, files, searching and sorting. Alternate years.

362. Computer Architecture (3 s.h.)

Prerequisite: IT 272. A study of the structural organization and hardware design of computer systems. Boolean algebra, logic circuits, machine language, and assembly language. Alternate years.

Mathematics (MA)

Professors Abalo, Gorka, Sparks

The primary objective of the mathematics department is to help all students increase their problem-solving skills and abstract reasoning ability in order to prepare them for a rapidly changing society.

A major in mathematics consists of a minimum of 35 hours of mathematics courses above the basic studies requirement. The core for all majors must include IT 271 and MA 142, 241, 242, 321, 401. In addition, Physics 120-121 must be taken. There are two tracks: the pure mathematics track, which must include 322, 324 and 441 and three electives at or above the 200 level; and the computer emphasis track, which must include MA 305, IT 272, IT 361; IT 362 or PH 205 (Electronics); and two electives at or above the 200 level.

A minor in mathematics consists of 15 hours above the basic requirement to include 142, 241, 242, 321, and either IT 271 or one math elective at or above the 200 level.

A minor in computer science consists of 15 hours above the basic requirement to include MA 142, IT 271, IT 272, either IT 361 or IT 362, and one math elective at or above the 200 level.

Students planning to certify to teach mathematics on the secondary level must complete a major in mathematics. This must include MA 305 (Mathematical Statistics), MA 307 (Geometry), MA 322 (Foundations of Mathematics), 324 (Abstract Algebra) and MA 380 (Mathematics for Secondary Teachers). Students in this program will take IT 170 (A Beginning Programming Course) instead of IT 271 (Programming I).

Students must complete the general and professional education courses to meet NCATE and State Board of Education approved requirements. Students should discuss their programs with their advisers and with the Chair of the Department of Education or the college coordinator for secondary education early in their college careers.

Secondary education minors must apply for admission into the Teacher Education Program by April 1 of the sophomore year (or not later than November 15 of the junior year) and submit passing scores on the required Praxis I tests (or meet the SAT/ACT requirement) as well as meet all the requirements listed in the Teacher Education Program Admission Requirements section of this catalog. Please see the Education minor listed earlier in this catalog for other information.

The Department of Mathematics will grant the designation of "Honors in Mathematics" to those students meeting the following requirements. A project will be presented to the department as part of the seminar required of all majors. (The requirement for all majors is an oral presentation, one-half hour in length, of some topic of senior level mathematics together with a well-written paper.) For honors in mathematics, the department will require a more complete (one hour in length) development of a topic with quality sufficient for a possible presentation at a professional meeting such as the MAA regional meeting. The presentation, oral and written, will be given to the entire department and other invited guests. One independent study to be done beginning the spring term of the junior year or fall term of the senior year and terminating with development of the honors project will be required. Students must declare an intent to participate in the honors program by the end of their junior year, maintain a 3.6 GPR within the major and a 3.3 cumulative GPR, have approval of all members of the department and show a real desire and enthusiasm to do mathematics.

107. College Mathematics (3 s.h.)

A course designed to study combinations, permutations, other counting problems, probability, and statistics. The emphasis will be on the understanding of basic concepts. May not be used for major or minor credit in the Department of Mathematics.

141. Calculus I (3 s.h.)

A study of elementary functions, limits, continuity, derivatives, application of derivatives, elementary DEs. The emphasis is on understanding the derivative in problem-solving situations.

142. Calculus II (3 s.h.)

Prerequisite: Math 141. Integration theory, techniques of integration, applications of integration. An introduction to differential equations.

205. Elementary Statistics (3 s.h.)

Prerequisite: Math 107 or 141. Elementary descriptive statistics, probability, and introductory analytical inferential statistics with applications to business, the natural sciences, and the social sciences. Measures of central tendency, measures of dispersion, discrete random variables, binomial and normal distributions, sampling, and the central limit theorem. Hypothesis testing for single variable statistics, mostly large samples, least squared regression, and time series analysis. The three hours per week will include some laboratory work using Excel.

241. Calculus III (3 s.h.)

Prerequisite: Math 142. Topics selected from: vectors and vector functions, polar coordinates and parametric equations, functions of several variables, partial derivatives, directional derivatives and the gradient, convergence of infinite sequences and series, Maclaurin series, Taylor series, vector calculus, line integrals, surface integrals, and methods of solutions of first and second order linear differential equations.

242. Calculus IV (3 s.h.)

Prerequisite: Math 241. Topics chosen from among those listed above but not covered in Calculus III.

280. Introduction to Mathematical Modeling (3 s.h.)

Prerequisite: Math 142 or consent of the instructor. A course designed to model and numerically solve problems from applied fields, e.g., physics, biology, chemistry, and economics. Excel and other software will be used in this course.

305. Mathematical Statistics (3 s.h.)

Prerequisite: Math 242. Probability and descriptive statistics. The mathematical foundations of statistics. Required for prospective teachers of mathematics.

307. Geometry (3 s.h.)

Prerequisite: Math 241. The axiomatic method applied to the foundations of geometry. Euclidean, non-Euclidean, and finite geometries. Required of prospective teachers of mathematics. Alternate years.

321. Linear Algebra (3 s.h.)

Prerequisite: Math 242. Systems of linear equations, matrices, and vector spaces.

322. Foundations of Mathematics (3 s.h.)

Corequisite or prerequisite: Math 321. The axiomatic method, sets and functions, methods of proof, a little history and philosophy of mathematics.

324. Abstract Algebra (3 s.h.)

Prerequisite: Math 322. Methods of proof, an introduction to group theory, and a survey of other algebraic structures. Alternate years.

325. Abstract Algebra II (3 s.h.)

Prerequisite: Math 324. Rings and fields. A complete study of polynomial rings. Offered on demand.

341. Ordinary Differential Equations (3 s.h.)

Prerequisite: Math 242. Methods of solving first order differential equations: separable homogeneous, exact, etc. The theory and applications of linear differential equations including power series methods. Offered on demand.

351. Mathematics for K-6 Teachers (3 s.h.)

Prerequisite: Math 107. Problem-solving techniques, the foundations of arithmetic (structures and number systems), and number theory will be extensively studied from the point of view of the professional elementary teacher of mathematics. May not be used for major or minor credit in the Department of Mathematics.

352. Geometry for K-6 Teachers (3 s.h.)

Prerequisite: Math 351. A course designed for elementary teachers of mathematics. The emphasis will be on the foundations of geometry and the understanding of basic geometrical concepts of two and three dimensions. Many concepts are developed with the use of geometric constructions. Measurements using various units will be examined with emphasis on the metric system. May not be used for major or minor credit in the Department of Mathematics.

380. Mathematics for Secondary Teachers (3 s.h.)

Prerequisite: Math 241. A course designed for the Mathematics Major with Teacher Certification. The course should be taken the Spring Semester of the Junior Year. Topics from pre-calculus, calculus, geometry, probability, and statistics. Topics from the history of mathematics will be integrated into the course. May not be used for regular Math Major or Math Minor credit.

390. History and Philosophy of Mathematics (3 s.h.)

Prerequisite: Math 241. A look at mathematics from early Babylonian to modern times. Consideration will be given to the cultural context in which certain mathematical ideas developed. Offered on demand.

401. Senior Seminar (2 s.h.)

Prerequisite: Senior standing. A study of topics designed to review the mathematics program and gain a deeper appreciation of mathematics.

410. Independent Study (Credit to be determined)

Prerequisite: Consent of the instructor. Material will be chosen to suit the needs of the individual student and will be of a more advanced nature than that ordinarily covered. Topics can be chosen in an area of particular interest to the student.

441. Introduction to Real Analysis (3 s.h.)

Prerequisite: Math 322. An introduction to real analysis. The theory and foundations of limits, derivatives, and integrals. Proofs of the elementary theorems of calculus. Alternate years.

Modern Languages

Professors Granados, Engler, Michel, Salinas

Understanding at least one other language and culture besides your own is essential for developing your capacity to understand and appreciate both your world and the wider world around you. Modern language study improves performance in many areas: communication, reading, cultural enrichment, creativity, and self-awareness. It also develops practical language skills that can be used in community service, in travel,

and in a job market that every day becomes more international and interdependent in scope.

Erskine College's modern language majors emphasize language acquisition and the study of culture, civilization, literature, and literary analysis. Students who complete majors in French or Spanish will spend at least one semester in an approved international program. Erskine overseas programs provide students with total immersion in a foreign culture and help them gain fluency in the language.

Graduates majoring in a modern language may enter teaching careers or, more commonly, combine a degree in language study with another major to create a variety of career options. The satisfactory completion of either modern language major should enable students to meet the language and literature requirements for teaching and for graduate study in language or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies, and business enterprises.

French (FR)

A major in French consists of 27 hours beyond and not including 100-level courses which must include FR 325, 334, 335, 350, and one other literature course (choose from among 351, 352, 353, 354, 380, and 450). Majors spend at least one semester of departmentally approved overseas study in a French-speaking country.

A minor in French consists of 12 hours beyond FR 202, which must include FR 325, 334 or 335, and 350. A semester of study in a French-speaking country is highly recommended.

The Department of Modern Languages will grant the designation Honors in French to students meeting the following criteria:

1. Successfully complete a major in French.
2. Present a Senior Thesis of honors caliber.
3. Maintain a cumulative GPR of 3.3 and a GPR in the discipline of 3.6.

101. Elementary French (3 s.h.)

Intensive course for beginners of French, to help students begin early and meaningful communication in French by acquiring necessary basic skills. Emphasizes reading, writing and especially listening and speaking. Also provides insight through participation in the culture of France and other Francophone countries. Class conducted in French. Offered every year.

102. Elementary French (3 s.h.)

Prerequisite: 101 or placement. Intensive course for beginners of French, to help students begin early and meaningful communication in French by acquiring necessary basic skills. Emphasizes reading, writing and especially listening and speaking. Also provides insight through participation in the culture of France and other Francophone countries. Class conducted in French. Offered every year.

180. Special Topics in French Culture or Literature (1-3 s.h.)

Prerequisite: Permission of instructor. Course offered for the study of a particular issue, theme or topic in French or Francophone literature or civilization. Course may be conducted in English or French.

201. Intermediate French I (3 s.h.)

Prerequisite: 102 or placement. Continuing intermediate-level study of the French language with additional emphasis on reading and writing skills. Intensive grammar review, reading of texts from various genres, composition, and aural-oral practice. Class conducted in French. Offered every year.

202. Intermediate French II (3 s.h.)

Prerequisite: 201 or placement. Continuing intermediate-level study of the French language with additional emphasis on

reading and writing skills. Intensive grammar review, reading of texts from various genres, composition, aural-oral practice. Class conducted in French. Offered every year.

281. French Conversation (Credit to be determined)

Prerequisite: 202 or permission of instructor. Fluency in oral expression developed through extensive class discussion. May include oral reports, summaries of reading and viewing materials, phonetics and pronunciation exercises, and colloquial expressions. Conducted in French. May be repeated one time. Offered on demand.

305. Overseas Study: Language (3-12 s.h.)

Prerequisite: Placement. Intensive language study in an approved overseas study program. Stresses practical communication and effective self-expression.

310. Overseas Study: Culture (3-6 s.h.)

Prerequisite: Placement. Study of French civilization and culture in an approved overseas study program.

315. Overseas Study: Literature (3-6 s.h.)

Prerequisite: Placement. Study of French literature in an approved overseas study program.

325. Advanced Grammar and Composition (3 s.h.)

Prerequisite: 202 or placement. Advanced language skills developed through a systematic review of French grammar and intensive practice in composition. Conducted in French. Offered every year.

334. History of French Civilization I (3 s.h.)

Prerequisite: 325 or permission of instructor. An introduction to the history of French civilization and culture from pre-history to the beginning of the 20th century. Examines political, religious, and social institutions; art, architecture, and music. Readings, lectures, compositions, and discussions in French.

335. History of French Civilization II (3 s.h.)

Prerequisite: 325 or permission of instructor. An introduction to the history of French civilization and culture, with an emphasis on the 20th century. Examines political, religious and social institutions; art, architecture, literature, and music. Readings, lectures, compositions and discussions in French.

350. Introduction to French Literature (3 s.h.)

Prerequisite: FR 202. An introduction to French literary masterpieces from the Middle Ages to the present day with an emphasis on learning to read and write critically. Readings, analyses, lectures, compositions, and discussions in French.

351. French Literature of the Middle Ages and Renaissance (3 s.h.)

Pre- or corequisite: 325. Reading, analysis, and discussion of major works of the Medieval and Renaissance periods in France. Selections may include *Les Lais* of Marie de France, *La Farce de Maître Pathelin*, poetry of François Villion, essays of Michel de Montaigne, and works of François Rabelais. Conducted in French. Offered every other year.

352. French Literature of the 17th and 18th Centuries (3 s.h.)

Pre- or corequisite: 325. Reading, analysis, and discussion of major works of the 17th and 18th centuries. Selections may include drama of Racine, Corneille, Molière, Marivaux, and Musset and the works of Rousseau, Voltaire, and Montesquieu. Conducted in French. Offered every other year.

353. French Literature of the 19th and 20th Centuries (3 s.h.)

Pre- or corequisite: 325. Reading, analysis, and discussion of major works of the 19th and 20th centuries. Selections may include novels of Gustave Flaubert, Emile Zola, Marguerite Duras, and Alain Robbe-Grillet, the poetry of Charles Baudelaire, Stéphane Mallarmé, André Breton, and Francis Ponge and the drama of Jean Genet and Jean Anouilh. Conducted in French. Offered every other year.

354. Francophone Literature (3 s.h.)

Pre- or corequisite: 325. Reading, analysis, and discussion of major works in French from writers outside France. Selections may include Tahar Ben Jalloun, Maryse Condé, Simone Schwartz-Bart, Aimé Césaire, Mongo Beti, Bernard Dadié, and Léopold Senghor. Conducted in French. Offered every other year.

365. Business French and Translation (3 s.h.)

Prerequisite: 325. A study of the vocabulary and forms of business communication along with approaches to and extensive practice in translation. Conducted in French. Offered on demand.

380. Special Topics (Credit to be determined)

Prerequisite: Instructor's approval. Courses offered periodically for the study of a particular issue, theme, or topic in French or Francophone literature or civilization. Conducted in French. Offered on demand.

395. Service Practicum (Credit to be determined)

Prerequisite: Instructor's approval. Placements may be made available through the department or may be arranged by students in consultation with the department.

410. Independent Study (Credit to be determined)

Special advanced work on an individual basis. Permission of the instructor and approval of the department are required.

415. Special Topics: Introduction to French Linguistics (Credit to be determined)

Prerequisite: 325 or permission. An introduction to the phonological, morphological, and syntactic systems of the French language. Conducted in French.

450. Seminar in French or Francophone Literature (3 s.h.)

Advanced study in a specialized area, movement, or writer in French of Francophone literature. Examples include women writers, oral tradition and literature, the realist/naturalist novel. Conducted in French. Offered on demand.

499. Senior Thesis (4 s.h.)

Definition of a question, research, thesis paper, and oral defense in French.

German (GE)**101. Elementary German I (3 s.h.)**

Emphasis on fundamentals of language study, the practice of conversational patterns, the building of a German vocabulary, and the comprehension of basic German grammar. Weekly attendance in language laboratory/language media center required.

102. Elementary German II (3 s.h.)

Prerequisite: 101 or equivalent. Continued emphasis on fundamentals of language study, the reading and translating of selected German texts, the building of a German vocabulary, and the comprehension of basic German grammar. Weekly attendance in language laboratory, language media center required.

201. Intermediate German III (3 s.h.)

Prerequisite: 102 or equivalent. The study of short literary texts; a review of grammar. Weekly attendance in language laboratory/language media center required.

202. Intermediate German IV (3 s.h.)

Prerequisite: 201 or equivalent. An introduction to German culture and civilization; further readings, and grammatical review. Weekly attendance in language laboratory/language media center required.

301. Conversational German (3 s.h.)

Prerequisite: GE 202 or equivalent. Fluency in oral expression developed through extensive class discussions and readings on topics of general interest to increase familiarity with the spoken language.

410. Independent Study (Credit to be determined)

Special advanced work on an individual basis under the director of the department head.

Spanish (SP)

A major in Spanish consists of 30 hours beyond SP 102. Other requirements include SP 281, 325, a Latin American civilization course (choose from among 345, 380, and 440), a Peninsular civilization course (choose from among 335, 380, and 440), and a literature course (choose from among 350, 351, 352, 361, 362, and 450). Majors spend at least one semester of departmentally approved overseas study in a Spanish-speaking country.

A minor in Spanish consists of 12 hours beyond SP 202, which must include SP 281, 325, a civilization course (choose from SP 335, 345, 340, and 380) and a literature course (choose from SP 350, 351, 352, 361, 362, and 450). A semester of study in a Spanish-speaking country is highly recommended.

The Department of Modern Languages will grant the designation "Honors in Spanish" to students meeting the following criteria:

1. Successfully complete a major in Spanish.
2. Present a Senior Thesis of honors caliber.
3. Maintain a cumulative GPR of 3.3 and a GPR in the discipline of 3.6.

101. Elementary Spanish I (3 s.h.)

Intensive course for beginners in Spanish. Primary objective: to help students begin early and meaningful communication in Spanish by acquiring necessary basic skills. Emphasizes all four language skills: reading, writing, and especially listening and speaking. Secondary objective: to provide insight through participation in Hispanic culture and society. Class conducted in Spanish.

102. Elementary Spanish II (3 s.h.)

Prerequisite: 101 or placement. Intensive course for beginners in Spanish. Primary objective: to help students begin early and meaningful communication in Spanish by acquiring necessary basic skills. Emphasizes all four language skills: reading, writing, and especially listening and speaking. Secondary objective: to provide insight through participation in Hispanic culture and society. Class conducted in Spanish.

201. Intermediate Spanish I (3 s.h.)

Prerequisite: 102 or placement. Continuing intermediate-level study of the Spanish language with additional emphasis on reading and writing skills. Study of Hispanic culture and close readings of selected Hispanic literary texts from various genres. Extensive grammar review, composition, and oral-aural practice. Class conducted in Spanish.

202. Intermediate Spanish II (3 s.h.)

Prerequisite 201 or placement. Continuing intermediate-level study of the Spanish language with additional emphasis on reading and writing skills. Study of Hispanic culture and close readings of selected Hispanic literary texts from various genres. Extensive grammar review, composition, and oral-aural practice. Class conducted in Spanish.

281. Spanish Conversation (3 s.h.)

Prerequisite: 202 or instructor's approval. Fluency in oral expression developed through extensive class discussion.

May include oral reports, summaries of reading and viewing materials, phonetics and pronunciation exercises, colloquial expressions, and creative dramatic performance.

305. Overseas Study: Language (3-12 s.h.)

Prerequisite: Placement. Intensive language study in an approved overseas study program. Stresses practical communication and effective self-expression.

310. Overseas Study: Culture (3-6 s.h.)

Prerequisite: Placement. Study of Hispanic civilization and culture in an approved overseas study program.

315. Overseas Study: Literature (3-6 s.h.)

Prerequisite: Placement. Study of Hispanic literature in an approved overseas study program.

325. Advanced Grammar and Basic Composition (3 s.h.)

Prerequisite: 281 or placement. This course helps students improve their written expression. Materials used in this course will focus on the review of basic and complex grammar problems, the development of vocabulary, and the distinction between colloquial and formal language. It provides intensive practice in basic composition skills at the sentence and paragraph levels. Class conducted in Spanish.

335. Spanish Civilization (3 s.h.)

Prerequisites: 281 and 325. An introduction to the history of Spanish civilization and culture, with an emphasis on the 20th century. Examines political, religious, and social institutions; art, architecture, literature, and music. Readings, lectures, compositions, and discussion in Spanish.

345. Spanish-American Civilization (3 s.h.)

Prerequisites: 281 and 325. An introduction to the society and culture of contemporary Spanish America through an examination of political, social, religious, and artistic forces. Emphasis on socio-political problems and their effect on the United States. Readings, lectures, compositions, and discussion in Spanish.

350. Introduction to Latin American Literature (3 s.h.)

Prerequisites: 202 and 281. An introduction to Spanish literary masterpieces from the Middle Ages to the present day with an emphasis on learning to read and write critically. Readings, analyses, lectures, compositions, and discussions in Spanish.

351. Peninsular Literature to 1700 (3 s.h.)

Prerequisites: 281 and 350. Reading, analysis, and discussion of major works of the Medieval, Renaissance, and Baroque periods in Spain. Selections may include the *Cantar de Mio Cid*, *La Celestina*, *Lazarillo de Tormes*; poetry of Garcilaso, San Juan de la Cruz, Góngora, and Quevedo; drama of Lope de Vega, Tirso de Molina, and Calderón de la Barca. Conducted in Spanish.

352. Peninsular Literature since 1700 (3 s.h.)

Prerequisites: 281 and 350. Reading, analysis, discussion of representative works from the Romantic period to the present in Spain. Authors include Bécquer, Galdós, Unamuno, Ortega y Gasset, García Lorca, Cela, and others. Conducted in Spanish.

361. Latin American Literature to 1800 (3 s.h.)

Prerequisites: 281 and 350. Reading, analysis, and discussion of principal works in Spanish-American literature from pre-Columbian times to the advent of Modernism. Selections may include chronicles of the Conquest, poetry of the Colonial period, poetry and prose of Romanticism, Realism, and Naturalism. Conducted in Spanish.

362. Spanish-American Literature since 1888 (3 s.h.)

Prerequisites: 281 and 350. Reading, analysis, and discussion of representative works in Spanish-American literature from

Modernism to the present. Authors may include Darío, Martí, Borges, Neruda, Paz, Cortázar, Fuentes, García Márquez, Allende, Esquivel. Conducted in Spanish.

380. Special Topics (Credit to be determined)

Prerequisite: Instructor's approval. Courses offered periodically for the study of a particular issue, theme, or topic in Hispanic literature or civilization.

410. Independent Study (Credit to be determined)

Special advanced work on an individual basis. Permission of the instructor and approval of the department are required.

425. Advanced Composition (3 s.h.)

Prerequisite: 281 or permission. An in-depth study of Spanish morphology and the principles of essay writing. Emphasis on organizing information and using research to write expository and analytical texts. Class conducted in Spanish.

440. Seminar in Spanish Civilization (3 s.h.)

Prerequisites: 281 and 325. Advanced study of a particular issue, period, or topic in Spanish or Spanish-American civilization, history, or culture. Conducted in Spanish.

450. Seminar in Hispanic Literature (3 s.h.)

Prerequisites: 281 and 350. Advanced study in a specialized area, movement, writer, or work in Peninsular or Spanish-American literature. Conducted in Spanish.

499. Senior Thesis (4 s.h.)

Definition of a question, research, thesis paper, and oral defense in Spanish.

Music

Professors Kuykendall, Glick, Parker

The Department of Music offers course work leading to a Bachelor of Arts degree in music with concentrations in performance and church music. Uniquely designed concentrations are available.

The music major for the Bachelor of Arts degree consists of: Music 090 (each semester), 101, 102, 105, 106, 205, 206, 207, 208, 209, 310, 370 (or equivalent approved project), ensemble(s) each semester, appropriate applied study and either nine semester hours of approved music electives or a concentration in PERFORMANCE or CHURCH MUSIC. General majors are required six semesters of applied study (with at least four at the 200-level). Performance concentrates are required eight semesters of applied study (with at least two at the 200-level and four at the 300-level) plus 406 or 407, and 470. Church Music concentrates are required eight semesters of principal applied study (at least the last six of which must be at the 200-level or higher), two semesters of secondary applied study in keyboard or voice (at the 100-level or higher), and 211, 212, 403, 404, a church music externship during Winter Term, and Bible 312 or 325.

Other concentrations proposed by students with faculty assistance may be pursued if approved by the music faculty and the Vice President and Dean of the College.

A minor in music studies consists of Music 101, 102, 105, 106, two semesters of keyboard study

(Music 174-175, or 081/181 or 082/182 as appropriate), MU 090 every semester, and 12 hours of music electives drawn from the following: Music 207, 208, 209, 210, 211, 212, 305, and 310, or another music elective approved by the department.

Piano proficiency is required of all majors. Proficiency requirements are determined and monitored by the Director of Keyboard Studies. Students are expected to enroll in piano until proficiency is attained. See the Department of Music Handbook for specific standards.

Music (MU)

090. Performance Seminar (0 s.h.)

Weekly departmental master classes. Students enrolled in this course attend on-campus musical and fine arts performances. Required of all music majors and minors who are enrolled in Applied Music for one to three semester hours credit. See the Department of Music Handbook for specific requirements. Pass/Fail.

101. Music Theory I (3 s.h.)

Corequisite: 105. Basic elements of music, including intervals, scales, triads, and seventh chords, as well as typical harmonic progressions and voice leading practices.

102. Music Theory II (3 s.h.)

Prerequisite: 101. Corequisite: 106. Intermediate level musical elements, including secondary dominants, modulation, borrowed chords, and Neapolitan chords. augmented sixth chords, and enharmonicism.

105. Aural Skills I (1 s.h.)

Corequisite: 101. Basic sight-singing skills, as well as melodic, harmonic, and rhythmic dictation.

106. Aural Skills II (1 s.h.)

Corequisite: 102. Elementary sight-singing skills, as well as melodic, harmonic, and rhythmic dictation.

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

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

205. Aural Skills III (1 s.h.)

Intermediate sight-singing skills, as well as melodic, harmonic, and rhythmic dictation.

206. Aural Skills IV (1 s.h.)

Advanced sight-singing skills, as well as melodic, harmonic and rhythmic dictation.

207. History & Analysis—The Rise of Counterpoint (3 s.h.)

Prerequisite: 101. The history of Western Music from the earliest transmission of liturgical chant through the development of polyphony to c. 1700; a practical study of counterpoint in two, three, and four voices.

208. History & Analysis—The Advent of the Concert (3 s.h.)

Prerequisite: 101. The history of Western Music in its social context from the early eighteenth century until World War I; extensive musical and contextual analysis of representative major works; analysis of increasing harmonic ambiguity and chromaticism.

209. History & Analysis—An Age of Crisis (3 s.h.)

Prerequisites: 101, 102. The history of Western Music from c. 1900 to the present day, taking into account global musical influences and popular music. Twentieth century compositional and analytical methods are explored in depth.

210. Diction and Vocal Pedagogy (3 s.h.)

This course explores the basics of vocal pedagogy, including anatomy and mechanics, diagnosis and correction of common vocal problems, and vocal teaching philosophies. The diction portion focuses on gaining fluency in the International Phonetic Alphabet and the pronunciation of German, French, and Italian diction.

211. History of Sacred Music (3 s.h.)

A historical survey of the church's music from Bible times to the present, focusing on the congregation's experience of church music, especially congregational song. Offered on demand.

212. Church Music Methods and Materials (2 s.h.)

Practical skills required of church musicians such as graded choir methods and materials, planning and selecting choral music, administration of a church music program, staff relations, keyboard improvisation and conducting, and developing resumes for job application. Offered on demand.

305. Performing Arts for Teachers, PK-6 (3 s.h.)

Methods and materials in drama, dance, and music for the classroom teacher. Required of all students majoring in early childhood, elementary, and special education.

310. Research and Criticism (3 s.h.)

Prerequisites: 207, 208, and 209. The capstone seminar in the music major, developing the student's abilities to perceive and communicate musical information. Among a variety of written assignments across a broad repertoire, each student prepares a final independent research project / term paper.

403. Conducting I (2 s.h.)

Prerequisite: 102. An introduction to basic techniques of conducting, including conducting patterns, preparatory gestures, posture, releases, subdivision of beats, dynamics, and cues. Elementary score reading terms and skills. Alternate years.

404. Conducting II (2 s.h.)

Prerequisite: 403. A continuation of conducting gestures with more advanced techniques including mixed meter, independence of hands, phrasing, cues, and releases. Score study, including instrumental transpositions, rehearsal techniques, and planning is emphasized. Alternate years.

406. Literature of the Instrument (3 s.h.)

A study of the literature for the voice, piano, organ, or wind, or string instrument. Offered on demand.

407. Piano Pedagogy (3 s.h.)

An introduction to beginning, elementary, and intermediate teaching methods and materials. Technical, musical, and physical challenges of teaching students in the primary and secondary grades will be covered as well as studio management and business practices for the independent piano teacher.

410. Independent Study (Credit to be determined)

Advanced work on an individual basis under the direction of a member of the music faculty, evidence of the quality and extent of such work to be demonstrated by the presentation of a paper, lecture-recital, composition, or the like.

444. Special Topics in Music (1-3 s.h.)

An elective for advanced students in music. Opportunities to explore in depth some aspect of music theory, music history and literature, or composition. Specific course topics will vary according to student/teacher interests.

Applied Music (MU)

Music majors must elect a primary applied music area in which study should proceed each semester of enrollment. Secondary applied areas are required of church music majors (two hours). Minors must elect a primary applied area and should study in that area for six semesters. Music majors and minors are required to enroll in Music 090 (Performance Seminar) for the duration of their applied study.

Non-majors wishing to receive college credit for applied study must have the approval of the music faculty. Non-majors may credit a maximum of eight semester hours in applied music toward graduation.

Jury examinations are required each semester of music majors and in the spring semester for music minors. A Sophomore Review will take place at the end of the student's fourth semester, at which point music majors will be examined by the music faculty and advised of their fitness for continued study in music. For more information on applied study, jury examinations and sophomore review, see the Department of Music Handbook.

Applied instruction may be offered in any instrument in which the college has sufficient demand to merit faculty. Study in historical (harpsichord, recorder, clavichord) or vernacular (banjo, jazz guitar, etc.) instruments, when available, do not count toward a Performance concentration.

All applied lessons entail an additional lab fee.

Non-credit Level One half-hour lesson per week. Prerequisite: permission of the instructor (unless otherwise noted).

080. Applied Music: VOICE (0 s.h.)

081. Applied Music: PIANO (0 s.h.)

082. Applied Music: ORGAN (0 s.h.)

083. Applied Music: CLASSICAL GUITAR (0 s.h.)

084. Applied Music: STRINGS (0 s.h.)

085. Applied Music: WOODWINDS (0 s.h.)

086. Applied Music: BRASS (0 s.h.)

087. Applied Music: PERCUSSION (0 s.h.)

088. Applied Music: VERNACULAR INSTRUMENTS (0 s.h.)

Prerequisite: approval by music department chair.

089. Applied Music: HISTORICAL INSTRUMENTS (0 s.h.)

Prerequisite: approval by music department chair.

Beginning Guitar

173. **Guitar Class I (1 s.h.)**

Introduction to and development of foundation skills for guitar. Offered on demand.

Beginning Piano/Keyboard Proficiency

174. **Piano Class I (1 s.h.)**

Introduction to and development of foundation skills for keyboard instruments.

175. **Piano Class II (1 s.h.)**

Prerequisite: permission of instructor. Continuation of MU 174, emphasizing basic keyboard skills and the development of facility at the piano.

176. **Keyboard Skills and Proficiency (1 s.h.)**

Prerequisite: Elementary or intermediate level of piano proficiency. A course designed to cover all the piano proficiency requirements for music majors. (Not for beginning piano students.)

Secondary/Minor Level: One half-hour lesson per week; corequisite Music 090.

180. **Applied Music: VOICE (1 or 0 s.h.)**

181. **Applied Music: PIANO (1 or 0 s.h.)**

182. **Applied Music: ORGAN (1 or 0 s.h.)**

183. **Applied Music: CLASSICAL GUITAR (1 or 0 s.h.)**

184. **Applied Music: STRINGS (1 or 0 s.h.)**

185. **Applied Music: WOODWINDS (1 or 0 s.h.)**

186. **Applied Music: BRASS (1 or 0 s.h.)**

187. **Applied Music: PERCUSSION (1 or 0 s.h.)**

188. **Applied Music: VERNACULAR INSTRUMENTS (1 or 0 s.h.)**

Prerequisite: approval by music department chair.

189. **Applied Music: HISTORICAL INSTRUMENTS (1 or 0 s.h.)**

Prerequisite: approval by music department chair.

Major Level: One hour lesson per week; corequisite Music 090. Prerequisite to begin major-level study: approval by music department chair, with at least one semester of Music 090.

280. **Applied Music: VOICE (2 s.h.)**

- 281. **Applied Music: PIANO (2 s.h.)**
- 282. **Applied Music: ORGAN (2 s.h.)**
- 283. **Applied Music: CLASSICAL GUITAR (2 s.h.)**
- 284. **Applied Music: STRINGS (2 s.h.)**
- 285. **Applied Music: WOODWINDS (2 s.h.)**
- 286. **Applied Music: BRASS (2 s.h.)**
- 287. **Applied Music: PERCUSSION (2 s.h.)**
- 288. **Applied Music: VERNACULAR INSTRUMENTS (2 s.h.)**
- 289. **Applied Music: HISTORICAL INSTRUMENTS (2 s.h.)**

Performance Concentration Level: Two hour lessons per week; corequisite Music 090. Prerequisite to begin concentration-level applied study: approval by music department at Sophomore Review.

- 380. **Applied Music: VOICE (3 s.h.)**
- 381. **Applied Music: PIANO (3 s.h.)**
- 382. **Applied Music: ORGAN (3 s.h.)**
- 383. **Applied Music: CLASSICAL GUITAR (3 s.h.)**
- 384. **Applied Music: STRINGS (3 s.h.)**
- 385. **Applied Music: WOODWINDS (3 s.h.)**
- 386. **Applied Music: BRASS (3 s.h.)**
- 387. **Applied Music: PERCUSSION (3 s.h.)**
- 388. **Applied Music: VERNACULAR INSTRUMENTS (3 s.h.)**

Corequisite Music 090. Prerequisite to begin advanced applied study: program approval by music department.

- 389. **Applied Music: HISTORICAL INSTRUMENTS (3 s.h.)**

Corequisite Music 090. Prerequisite to begin advanced applied study: program approval by music department.

Recitals

- 370. **Recital (1 s.h.)**

Corequisite: 200-level applied study and permission of music faculty.

470. **Recital (2 s.h.)**

Corequisite: 300-level applied study and permission of music faculty.

Ensembles

Majors must participate in at least one major ensemble each semester. Students receiving scholarship aid will participate in ensembles at the direction of the faculty in music. A maximum of eight hours in ensembles can be credited toward the 124 hours required for graduation.

012. **Choraleers (0 s.h.)**

The Choraleers is the select, mixed-voice ensemble of Erskine College. The ensemble performs literature from all major musical periods, concentrating on but not limited to sacred literature. It performs on and off campus and tours annually. Participation is by audition. Pass/Fail.

013. **Chamber Singers (0 s.h.)**

Chamber Singers consists of a smaller select group of singers that performs vocal chamber music. Literature is taken from all major musical periods and includes madrigals, part songs, Renaissance motets, and vocal jazz. The ensemble rehearses two hours per week, and participation is by audition. Pass/Fail.

014. **Women's Chorale (0 s.h.)**

Women's Chorale is an ensemble open to any female student of the College or Seminary dedicated to performing literature for treble voices. The ensemble will perform literature from all major historical periods including sacred and secular works. The ensemble performs on and off campus several times each semester. An audition for voice placement only is required. Pass/Fail.

042. **Accompanying (0 s.h.)**

Accompanying is open to students who are taking piano lessons. Each accompanying student will be assigned to a few vocal and/or instrumental students and will be required to perform with them and to attend a certain number of their lessons. Audition is required to register. Pass/Fail.

043. **Sinfonia (0 s.h.)**

Sinfonia is the select instrumental ensemble of Erskine College. It offers string, wind, and percussion players an opportunity to rehearse and perform classical literature. Audition is required to register. Pass/Fail.

044. **Chamber Music (0 s.h.)**

Chamber Music is open to students who participate in one of Erskine College's instrumental ensembles. Enrollment in Sinfonia and an audition for a specific chamber ensemble are required to register. Pass/Fail.

112. **Choraleers (1 s.h.)**

The Choraleers is the select, mixed-voice ensemble of Erskine College. The ensemble performs literature from all major musical periods, concentrating on but not limited to sacred literature. It performs on and off campus and tours annually. Participation is by audition.

113. **Chamber Singers (1 s.h.)**

Chamber Singers consists of a smaller select group of singers that performs vocal chamber music. Literature is taken from all major musical periods and includes madrigals, part songs, Renaissance motets, and vocal jazz. The ensemble rehearses two hours per week, and participation is by audition.

114. Women's Chorale (1 s.h.)

Women's Chorale is an ensemble open to any female student of the College or Seminary dedicated to performing literature for treble voices. The ensemble will perform literature from all major historical periods including sacred and secular works. It performs on and off campus several times each semester. An audition for voice placement only is required. Letter grade.

142. Accompanying (1 s.h.)

Accompanying is open to students who are taking piano lessons. Each accompanying student will be assigned to a few vocal and/or instrumental students and will be required to perform with them and to attend a certain number of their lessons. Audition is required to register. Letter grade.

143. Sinfonia (1 s.h.)

Sinfonia is the select instrumental ensemble of Erskine College. It offers string, wind, and percussion players an opportunity to rehearse and perform classical literature. Audition is required to register.

144. Chamber Music (1 s.h.)

Chamber Music is open to students who participate in one of Erskine College's instrumental ensembles. Enrollment in Sinfonia and an audition for a specific chamber ensemble are required to register. Letter grade.

Master of Church Music Program

The Master of Church Music degree program is offered jointly by Erskine College and Erskine Theological Seminary. This program, which consists of a total of 60 semester hours, takes two years of full-time study to complete. Students in this program make their application and are enrolled through the seminary. More detailed information is available in the seminary catalog.

The purpose of the Master of Church Music program is to educate persons for the vocation of music ministry in the Christian church. The program is designed to produce church musicians who have developed a strong Biblical and theological foundation for music ministry, honed their musical skill and understanding at a high professional level, and thoughtfully considered the urgent issues facing the church's work and worship at this point in history.

The MCM audition and written entrance exams are not required as part of the admission process for Erskine College music majors. Further, a grade of B or higher in MU 311 is sufficient to exempt students from CM 170, Historical Survey of Church Music, in the MCM program.

For a complete listing of the MCM curriculum and more information about the program, consult the seminary catalog or the seminary Web page.

Non-Western Studies

The minor in Non-Western Studies is an interdisciplinary minor allowing the student to concentrate study on select areas of the non-western world. The minor consists of 18 semester hours to include English 216; and five courses in at least two disciplines from: Bible 354; History 440, 450, 460, 480, or 490; Spanish 345, 361, 362, 380, 440, 450.

Nursing

(See page 61)

Philosophy

(See Bible, Religion and Philosophy, page 81)

Physical Education

(See Health and Human Performance, page 124)

Physics

(See Chemistry and Physics, page 97)

Pre-dentistry

(See page 73)

Pre-medicine

(See page 73)

Pre-veterinary medicine

(See page 73)

Psychology and Sociology

Professors Showalter, Elsner, Sniteman

Psychology Major

The Psychology major presents psychology as a science and requires of each student an understanding of research findings as well as their principal applications and ramifications. Each student is required to develop skills in the critical evaluation of systems employing psychological principles or procedures. The students are encouraged to acquire an appreciation of a broad range of psychological disciplines ranging from physiological studies to socially organized behavior. The curriculum is designed to prepare graduates for study towards advanced degrees, or as entry level professionals in psychology.

The major in psychology leads to a Bachelor of Arts degree. Requirements are 30 hours in psychology to include 201, 210, 306, 312, and 405, and 3 hours in sociology (choice of 101 or 303).

A minor in psychology consists of 15 hours in psychology beyond Psychology 201, and Sociology 101.

The Psychology Department Honors Program provides special opportunities for gifted students, including a Senior Honors seminar and research in collaboration with faculty members. Students will be accepted for the Honors program at the end of the second semester of their junior year, with special exceptions during the first two years of the program to allow for current students to enter. Requirements for entrance are 1) Overall GPA of 3.3 or higher, 3.6 within Psychology courses attempted, including no grades below "C" in the Department; 2) an honors thesis developed from the PY 312 research project; and 3) formal or informal evidence of being a superior student. The third requirement may be in the form of letters of support and other documentation of exemplary service and scholarship, or in the form of a portfolio of action and activities elucidating the attainments of the student. Honors students must take PY 311 (Behavior Modification) and PY 313 (Developmental Psychology). The Psychology (Honors) Seminar, PY 407, must be taken in the spring semester of the senior year. Statistics and research methods courses must be completed by the end of the student's junior year.

Psychology (PY)**201. General Psychology (3 s.h.)**

An introduction to the science of psychology. Selected topics from biological bases; developmental, personality, and psychometric concepts; learning, sensation, perception, thinking, motivation, emotion; frustration; mental health; and social factors.

208. Psychology of Adjustment (3 s.h.)

A study of the nature, determinants and development of personality structure, stressing interpersonal relationships and competencies.

210. Introduction to Psychological Statistics (4 s.h.)

Prerequisites: 201, MA 107 or consent of instructor. Introduction to classical and computer-aided statistics with application to experimental design in the behavioral sciences. Designed to provide introduction and background for the course experimental psychology. Three hours lecture; one laboratory session.

250. Biological Bases of Behavior (3 s.h.)

Prerequisite: 201. An investigation of the biological foundations of behavior with particular emphasis on the role of the nervous system. Computer-Aided-Dissection and neuroanatomic investigation will be stressed in this lab course.

301. Alcohol and Drug Abuse Prevention (3 s.h.)

An overview of the problems associated with alcohol and drug abuse, the characteristics of the addictive personality, and the treatment approaches for dealing with alcohol and drug clients. (Cross-listed as SO 301.)

303. Social Psychology (3 s.h.)

An examination of how individuals interact with other individuals and groups. The course covers such topics as affiliation, personal attraction, attitudes and attitude change, person perception, group behavior, conformity, and altruism. (Cross-listed as SO 303.)

304. Group Processes (3 s.h.)

Prerequisite: Consent of the instructor. A study of the factors operating in small group interactions. The emphasis is on awareness and sharing of immediate personal and interpersonal experience in a climate that encourages experimentation, learning, understanding, and insight. A human relations laboratory approach will be used along with readings and projects.

306. Abnormal Psychology (3 s.h.)

A study of the description, causation, and treatment of a wide range of abnormal behaviors according to different theoretical approaches.

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

Prerequisite: 201. The examination of the principles of psychology significant and basic to a coverage of personnel and industrial psychology.

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

Prerequisite: 201. A study of the essentials of psychological testing and educational measurement pertinent to the appraisal of the individual, including practical exposure to more frequently used individual and standardized tests in the schools, colleges, and helping agencies. Three lecture periods and one laboratory session.

311. Behavior Modification (3 s.h.)

Prerequisite: 201. An examination of learning principles as applied to specific human behavior change. Includes a survey of intervention strategies for both clinical and non-clinical settings. Prominent research and ethics are considered.

312. Experimental Methodology (4 s.h.)

Prerequisites: 201 and 210. An introduction to the traditional content of experimental psychology with accent on the experimental approach and methodology and with supporting laboratory work. Designed for psychology majors. Three hours lecture; one laboratory session.

313. Developmental Psychology (3 s.h.)

Prerequisite: 201. A study of the descriptions and explanations of developmental changes in behavior as a result of the interaction between heredity and experience. The development of behaviors such as sensory, motor, intellectual, and emotional are examined in a variety of species with particular emphasis on humans.

314. Learning Theory (3 s.h.)

Prerequisite: 201. Early and contemporary theories of learning are examined with respect to various topics and issues relevant to the learning process. Data from a variety of species are considered.

315. Sport Psychology (3 s.h.)

Prerequisite: PY 201. An introduction to the field of sport psychology, with a focus on psychological interventions in sport.

316. Professional Psychology (3 s.h.)

Prerequisites: PY 201, 306 and permission of instructor. An introduction to the professional practice of psychology. Students will learn to recognize the characteristics of individuals with select mental disorders, investigate some of the biopsychosocial etiology of these disorders, and become familiar with the various treatment modalities that are currently employed with such individuals. The course will require a minimum of 100 clock hours of supervised observation/participation at a community mental health agency. Pass/Fail.

317. Forensic Psychology (3 s.h.)

Prerequisite: PY 201. An introduction to the relationship between psychology and the law. An examination of the potential roles for psychologists on many levels of the legal process, including jury selection, determining competency for trial, not guilty by reason of insanity, and malingering. Seminar format.

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

Prerequisite: PY 201. This course investigates the sensory systems involved in vision, audition, gustation, olfaction, trigeminal stimulation, and haptics/somatosensory stimulation Receptor mechanisms, psychological methods, and selected perceptual phenomena will be discussed. Perceptual processing of sensory information will be elucidated, and laboratory work will provide integration of the various research methodologies.

321. Social Gerontology (3 s.h.)

Prerequisite: PY 201. An in-depth study of the problems which affect the elderly in our society. The social, psychological, physical, economic and spiritual problems which affect the quality of life for the elderly will be examined. In addition, an exploration of the social role of the aged individual in social institutions such as the family and the church is taken.

400. Psychology Internship (3 s.h.)

Prerequisite: PY 201, 210, 306, 312, and permission of instructor. This course is designed to give students practical

non-clinical work experience of at least 90 contact hours in the field of psychology, and will develop professional skills and understanding of theoretical bases for psychological application. Pass/fail.

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

Prerequisite: 201 and a minimum of nine semester hours in psychology. A consideration of historical backgrounds and trends in the development of modern psychology together with contemporary systems and schools arising therefrom. Primarily designed for advanced students to gain more mature perspective and review of whole field of psychology.

407. Senior Seminar (2 s.h.)

Prerequisites: 312, senior standing, psychology major. Senior seminar designed to consider in-depth the major issues and controversies in psychology. Required for Honors Students.

410. Independent Study (Credit to be determined)

Prerequisites: junior or senior status, psychology major, and consent of instructor. Guided independent research project. Literature review, submission of a proposal, execution of experiment, and written report are required.

416. Counseling (3 s.h.)

Prerequisite: 201. Corequisite: 417. A study of the process, theories, and practical applications of psychological principles to counseling in a variety of professional settings.

417. Counseling Skills and Interventions (3 s.h.)

Prerequisite: 201. Corequisite: 416. A practical course focusing on specific counseling skills such as active listening, discrimination of cognition and affect, therapeutic responding and interview management using role playing, audio and video taping and interpersonal feedback. Students will learn case conceptualization, treatment planning, goal setting, use of specific intervention strategies, and clinical writing.

Family Studies Minor

The Family Studies minor examines the development of individuals and families throughout the life span. The minor consists of 15 hours beyond SO 101: SO 202, SO, 303, SO 330, SO 407, and either SO 350 or PY 313.

Sociology (SO)

101. General Sociology (3 s.h.)

An overview of the basic concepts of sociology: culture, socialization, self-concept, groups, social stratification, collective behavior, social institutions and social change. Emphasis is placed on the relevance of sociology to the students' daily lives.

201. Social Problems (3 s.h.)

A survey of some of the major problems of modern societies; family, crime, religious conflicts, health care, war, pollution, etc.

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

A sociological view of the institution of family which includes historical, cross-cultural, and cross-social class perspectives. Topics covered include the nature of the family, marital adjustment, sexual behavior, parenthood, alternate forms of marriage, and the future of the family.

301. Alcohol and Drug Abuse Prevention (3 s.h.)

An overview of the problems associated with alcohol and drug abuse, the characteristics of the addictive personality, and the treatment approaches for dealing with alcohol and drug clients. (Cross-listed as PY 301.)

303. Social Psychology (3 s.h.)

An examination of how individuals interact with other individuals and groups. The course covers such topics as affiliation, personal attraction, attitudes and attitude change, person perception, group behavior, conformity, and altruism. (Cross-listed as PY 303.)

330. Human Sexuality (3 s.h.)

A survey of the broad scope of human sexual development and expressions. Particular attention will be devoted to sexual development, sexual behavior over the life cycle, sexual variance, law, ethics, and cross-cultural perspectives. Sexual dysfunction and problems related to intimacy will also be considered.

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

An in-depth study of the development of the infant through adolescence and the accompanying social changes. Particular attention will be paid to physiological, cognitive, and socio-emotional changes as they affect interaction with family, school, and community environments.

407. Family Theory (3 s.h.)

Prerequisite: A minimum of nine semester hours in sociology. The student will study the processes, components and methods of theory building. Theoretical orientations (e.g. exchange theory, role theory-symbolic interaction, and systems theory) will be explored as well as an overview of various contemporary theoretical concepts (e.g. mate selection, antecedents and consequences of marital timing, social processes, and social networks.) Intensive readings and seminar reports.

410. Independent Study (Credit to be determined)

Studies of special topics by selected students. Preference will be given to field work and statistical studies. Research will be conducted in sociology or in related fields provided that the key variables are related to human social behavior.

Social Studies

(see History and Political Science, page 131)

Spanish

(See Modern Languages, page 141)

Special Education

(see Education, page 103)

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Erskine Alumni Association

The Erskine Alumni Association operates as a part of Erskine College and Seminary and includes among its members all graduates and former students of the college who attend for at least one semester and all graduates of the seminary. There are no dues, but each member is invited to participate annually in the Annual Fund program.

The goals of the Alumni Association are to: (1) maintain adequate records on all alumni, parents and friends; (2) assist the college, seminary and the alumni in conducting "Special Event Days" on and off campus; (3) keep alumni informed through the alumni newsletter, Inside Erskine; (4) promote new alumni chapters and encourage active operation of organized chapters; (5) work with class representatives in their various activities; (6) plan and conduct Alumni Tours, (7) work with the Admissions Office in securing prospective students; and (8) solicit financial support from alumni and friends through the annual giving program.

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Carole Hill, Student Success Center Coordinator
A.B., Erskine College

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M.Div., Erskine Theological Seminary

Laura Funke, Campus Ministry Intern
B.A., Bryan College

McCain Library

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M.L.I.S., University of South Carolina

Frederick W. Guyette, Librarian and Assistant Professor
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Sara M. Morrison, Librarian and Assistant Professor
B.A., King College;
M.A.R., Westminster Theological Seminary;
M.S.L.S., University of North Carolina-Chapel Hill

Shirley R. Adams, Acquisitions and Office Manager
A.B., Erskine College

Edith M. Brawley, Cataloger and Archivist
A.B., Erskine College; M.A., Indiana University

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B.S.B.A., University of North Carolina;
M.L.I.S., University of South Carolina

Brian K. Smith, Systems Manager and Webmaster
B.S., Lander University

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B.S., Erskine College; M.Ed., University of Georgia

Tobé R. Frierson, Associate Director of Admissions
B.S., Erskine College

Gail S. Gambrell, Associate Director of Admissions

Adam R. Sanders, Admissions Counselor
A.B., Erskine College

Kim Ferguson, Guest Services Assistant
B.A., Pfeiffer College

Shannon D. Stone, Administrative Assistant

Bethany Turner, Guest Services Coordinator
B.S., Liberty University

Financial Aid

Rebecca Pressley, Director of Financial Aid
B.A., Anderson University

April Graham, Assistant Director of Financial Aid
B.S., Anderson University

Amanda V. Richey, Financial Aid Office Manager/Work Study Coordinator

Dorothy J. Carter, Director Emerita of Admissions & Financial Aid

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Rick Hendricks, Director of Marketing and Public Relations
B.A., University of South Carolina

Joyce Guyette, Associate Director for Written Communications
B.A., M.A., Florida State University

Jennifer Pellin, Creative Services Coordinator
B.S., Savannah College of Art and Design

Chris Newman, Web Communications Coordinator/Photographer
B.A., American InterContinental University

Athletics

Mark L. Peeler, Athletic Director, Men's Basketball Coach

B.A., University of the South; M.A., Winthrop University

Adam H. Weyer, Senior Assistant Athletic Director and Head Athletic Trainer

B.S., Erskine College; M.Ed., Auburn University

Bart Walker, Assistant Athletic Director for Compliance and Sports Information

A.B., Wabash College;

M.S., University of Tennessee-Knoxville

Kevin L. Nichols, Baseball Coach, Athletic Fields Supervisor

B.A., University of Alabama

Chad L. Amidon, Assistant Baseball Coach

B.S., Erskine College

Jessica S. Ridgill, Women's Basketball Coach

B.A., Wofford College

Jason Allen, Men and Women's Golf Coach

Class A PGA Professional

A.A., Horry Georgetown Technical College

Christie Quigley, Women's Lacrosse Coach

B.S., Duquesne University

Warren E. Turner, Men's Soccer Coach

B.S., Presbyterian College

Gary J. Winchester, Player Development Specialist, Women's Soccer Program

B.A., Lander University

Alleen E. Hawkins, Softball Coach, Senior Women's Administrator

B.A., Salisbury State University

H. Vardon Cox, Men's Tennis Coach

A.B., Erskine College

Calhoun B. Parr, Women's Tennis Coach

B.S., Clemson University

Heather Vahjen, Volleyball Coach

B.S., Lander University

Kristy Nichols, Cheerleading Coach

B.S., University of Alabama

Rick Wilson, Cross Country Coach

B.A., M.Ed., Malone College

Thomas R. Holland, Assistant Sports Information Director/Assistant Baseball Coach

B.S., Erskine College

Scott A. DeCiantis, Athletic Training Program Director

B.S., Erskine College; M.S., University of Kentucky

Sabrina Fordham, Assistant Athletic Trainer

B.S., M.S., University of Georgia

Nicole R. Matuseski, Assistant Athletic Trainer

B.S., Kings College

M.S. West Chester University of Pennsylvania

Drew Wallace, Assistant Men's Basketball Coach

B.S., Erskine College; M.B.A., Arizona State University

Finance and Operations

Gregory W. Haselden, CPA, Vice President and Treasurer

B.A., Furman University

N. G. "Polly" Jones, Administrative Assistant

James D. Barnes, CPA, Controller

B.A., Winthrop University; M.A.C.C., University of Georgia

Hope S. Harrison, PHR, Director of Human Resources

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C. Elizabeth Hawthorne, Assistant Manager of Campus Bookstore

B.S., Erskine College

Deborah P. McDill, Campus Post Office Supervisor

A.B., Erskine College; M.Ed., Clemson University

Personnel

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Robert S. Clarke III, Director of Information Technology
A.B., Erskine College; M.S., Duke University

Michael A. Armstrong, Associate Director of Information Technology
A.B., Erskine College

Advancement

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A.B., Erskine College

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B.A., Central Michigan University

William L. "Buddy" Ferguson, Director of Alumni Affairs
A.B., Erskine College; M.A., Belmont Abbey College

S. Ann Hawthorne, Administrative Assistant for Alumni Office
S.S., Forrest Junior College

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A.B., Erskine College

Lee W. Logan, Senior Philanthropic Adviser
B.S., Erskine College; M.Ed., University of Georgia

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South Carolina Criminal Justice Academy

C. Matthew Busby, Officer
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Ed.D., Auburn University

S. Bryan Rush, Dean of Students
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Visiting Lecturers

Frances Cardwell Lecture Series — In memory of Dr. Frances Livingston Cardwell, Dean of Women, Academic Counselor, and Professor of English at Erskine between 1953 and 1977, a successful female graduate of Erskine annually speaks to the student body.

Mary McDill Family Life Institute Lectures — The MMFLI brings outstanding lecturers in the area of Family Life Studies to the Erskine campus. The MMFLI was established by Dr. Lila Bonner-Miller, distinguished psychiatrist, in honor of Mary E. McDill, Professor-Emeritus of home economics at Erskine. The Institute is dedicated to providing a center to accumulate basic research related to families and to strengthen programs for teaching parenting and family life skills.

Staley Distinguished Christian Scholar — The Thomas F. Staley Foundation of New York annually brings a distinguished Christian Scholar to Erskine for a lecture series.

Joseph T. Stukes Lecture Series — Students and colleagues of Dr. J.T. Stukes, former Academic Vice President and Professor of History at Erskine, have established a fund which annually brings a distinguished lecturer in history to Erskine.

Woodrow Wilson Visiting Fellows — The Woodrow Wilson Foundation and friends of Erskine College bring successful men and women from business, the professions, and the arts to Erskine for weeklong residencies during the Fall and Spring Terms.

The Younts Lecture Series — Nationally and internationally known scholars are brought to Erskine through funds contributed by the late Doctors Charles R. and Willie Camp Younts of Atlanta, Ga.

Faculty and Staff Honors

The Dorn-Reeder Professorship in Languages is endowed by a gift from Mrs. Thomas H. Reeder of Atlanta, Ga., in memory of her mother, Mrs. Hanora Cuddy Dorn (Class of 1895), McCormick, S.C., and of Mrs. Reeder's husband, Thomas Hope Reeder.

Dr. and Mrs. J.R. Young Professorships in Bible and Religion, Chemistry and Mathematics were established through a bequest from Mrs. Charles E. Daniel in memory of Dr. and Mrs. J.R. Young of Anderson, S.C.

The Younts Professorship in Bible was endowed through a gift from the late Dr. C. R. Younts, Atlanta, Ga., and his wife, the late Dr. Willie Camp Younts. The Professorship is a memorial to Dr. C. R. Younts's mother, Eunice Bell Younts, and to his wife.

Caldwell Professorship in Music is endowed through a gift from Mr. Charles C. Caldwell, a native of Greer, S.C., in memory of his wife, Harriet Pressly Smith Caldwell.

Younts Excellence in Teaching Award is presented annually to a member of the faculty at Honors Day. This award is administered by the faculty, who elects the recipients from among teachers nominated by the student body. A cash gift is provided in memory of the late Dr. C. R. Younts of Atlanta, Ga.

Man of the Year Award is presented by the Philomathean Literary Society annually to a male member of the Erskine faculty or staff who "best exemplifies the intellectual, spiritual, physical and social principles for which Erskine stands." Winners' names are engraved upon a permanent cup.

Woman of the Year Award is presented annually by the Athenian Literary Society to a woman on the Erskine faculty or staff in honor of "her outstanding devotion, loyalty, and friendliness."

Citizen of the Year Award is presented by the Chi Lambda Sigma Society annually to a person who has made outstanding contributions to the Erskine and Due West communities.

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Visitors are Welcome

The College welcomes visitors to the campus. The Administrative Offices located in Belk Hall are open Monday through Friday from 8 a.m. to 5 p.m. The Admissions Office is also open by appointment from 9 a.m. to 12 noon on Saturdays. Campus tours may be arranged by contacting the Admissions Office (864-379-8838). Visitors desiring interviews with members of the staff are urged to make appointments in advance. Admissions can also be contacted by e-mail at: admissions@erskine.edu

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